

St Bartholomew's Humanities Topic - Long Term Plan 21-22

| Geography/History-Year A | | | | | | | | | |
|--------------------------|--|--|--|--|---|---|--|--|--|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | | | |
| Apple YR/Y1 | What's so special about me? | How have toys changed over time? | Who was the first person to fly? | What can we learn from women in the past? | What animals live in our local river? | Why do we go to the seaside? | | | |
| Palm Y2/Y3 | What is land used for in our local area? | Do all rivers lead to the sea? | Why are explorers important? (History and Geog) | What makes a person significant? | What did ancient Egypt have in common with other civilisations at the time? | Who decides the country borders? | | | |
| Oak Y4/Y5 | The Victorian era: dark age or golden age? | The Victorian era: dark age or golden age? | What is the importance of the universe on earth? | How does Holland keep back the waters? | What resistance did the Anglo Saxons face when they invaded Britain? Why did they choose to invade? | What resistance did the Anglo Saxons face when they invaded Britain? Why did they choose to invade? | | | |
| Willow Y6 | Why did Britain have to go to war in 1939 and what impact did it have? (WW2) | Why did Britain have to go to war in 1939 and what impact did it have? (WW2) | What was the Greeks lasting legacy on Britain? | What was the Greeks lasting legacy on Britain? | What impact are humans having on our natural environment? | Why do we have mountains and what is their purpose? | | | |

| Geography/History - Year B | | | | | | | | | |
|----------------------------|---|--|---|--|--|--|--|--|--|
| | Term 1 | Term 2 | Term 3 | Term4 | Term 5 | Term 6 | | | |
| Apple YR/Y1 | Who is important to me in my family? | What do we need to keep us dry? | Where is our home? | What would we find in the woods today? | How could I travel to school every day? | What would I see in London today? | | | |
| Palm Y2/Y3 | What impact did the development of tools have on humans? | What happened during the Great Fire of London and how do we know? | What have the romans done for us? | What causes a volcano to erupt? | Are castles the best form of defence? | Why is Matthew Flinders of Donington a hero in Australia? | | | |
| Oak Y4/Y5 | Why did the Mayan empire fail so suddenly? What does South America have that Britain does not? | Why did the Mayan empire fail so suddenly? What does South America have that Britain does not? | Why is San Francisco an earthquake hot spot? | How does nature repair itself from a natural disaster? | Are all coastlines sandy? | What was the significance of Henry marrying 6 times? (Tudors) | | | |
| Willow Y6 | Why did Britain have to go to war in 1939 and what impact did it have? (WW2) | Why did Britain have to go to war in 1939 and what impact did it have? (WW2) | What was the Greeks lasting legacy on Britain? | What was the Greeks lasting legacy on Britain? | What impact are humans having on our natural environment? | Why do we have mountains and what is their purpose? | | | |



St Bartholomew's RE - Long Term Plan 21-22

| Apple YR/1 | Term 1 A- God UC 1.1 (core) What do Christians believe God is like? Know people who are in authority and how we show respect for them. | Term 2 A-Creation UC 1.2 (core) Who do Christians believe made the world? Know that God created the universe. | Term 3 A-Islam - God How is Allah described in the Qur'an? Know that Muslims believe in one God | Term 4 A-Islam Community. What do Muslims do to express their | Term 5 A-Our Special Things Know about | Term 6 A-Places of Worship including Christianity. |
|---------------|--|---|---|--|--|---|
| | UC 1.1 (core) What do Christians believe God is like? Know people who are in authority and how we show respect for | UC 1.2 (core) Who do Christians believe made the world? Know that God created the | How is Allah described in the Qur'an? Know that Muslims | Community. What do Muslims do to express their | Things Know about | Worship including |
| | What do Christians believe God is like? Know people who are in authority and how we show respect for | Who do Christians believe made the world? Know that God created the | described in the Qur'an? Know that Muslims | What do Muslims do to express their | Know about | including |
| ук/1 | Christians believe God is like? Know people who are in authority and how we show respect for | Christians believe made the world? Know that God created the | Qur'an? Know that Muslims | Muslims do to express their | | _ |
| | believe God is like? Know people who are in authority and how we show respect for | made the world? Know that God created the | Know that Muslims | express their | | Christianity |
| | like? Know people who are in authority and how we show respect for | Know that God created the | | • | | |
| | Know people who are in authority and how we show respect for | created the | | | festivals which | 12. 11. 1. |
| | are in authority and how we show respect for | created the | believe in one God | beliefs? | mark important events in Jesus' | Know we live in different |
| | are in authority and how we show respect for | | المحاجم من المنطنية | Know about | life. | houses in the |
| | and how we show respect for | universe. | (tawhid), created the | | IITE. Know about | |
| | respect for | V: + + + | | Muslim worship | | same communi |
| | • | Know that the | universe in | (ibadah) - | customs and | Know there ar |
| | | Earth and | harmony. Know that he | prayer five | special food. Know stories | lots of |
| | | everything in it | | times a day: all | about Jesus' life | different peop |
| | Know the Creation | are important to God. | created human | Muslims in the | about Jesus IIte events i.e. birth. | living in our |
| | accounts | Goa. Know that God has | beings to help | region praying at the same time = | events i.e. birth. Know about | community and we have shops |
| | Genesis 1-2 and | a unique | keep the universe in | harmony; | celebrating | schools, house |
| | where is the | relationship with | harmony. | movements and | birthdays and | Churches and |
| | story | human beings as | Know that Muslims | words of prayer | Christmas | other places o |
| | found. | their | believe he | the same for | Know some | worship like |
| | Know how we | Creator and | provided a | everyone = | stories from | mosques, |
| | feel when we | Sustainer. | straight path | harmony; | religious | Mandirs, |
| | have made | Know that humans | (shariah) to | always includes | traditions as a | synagogues. |
| | something | should care for | help keep the | saying the | stimulus to | Use the sense |
| | special. | the world because | universe in | statement of | reflect on their | to explore |
| | Know beliefs | it belongs to | harmony. | belief | own experiences | different |
| | about God and | God. | Know that Muslims | (shahadah): | and explore | artefacts from |
| | how they are | Know the story of | have guidance to | "There is | them - in-depth | different |
| | explored in | creation from | help humans follow | no God but God | for Year 1 | religions. |
| | stories from | Genesis 1:1-2.3 | the | and Muhammad | pupils. | Know how the |
| | the Old | Know that | straight path | is his prophet"; | Know about the | artefacts are |
| | Testament. | 'Creation' is the | (Qur'an, prophets, | all Muslims pray | Wise Men and | used by religi |
| | Know Christians | beginning of the | natural world). | facing Makkah; | Epiphany - in- | people in thei |
| | believe in one | 'big story' of the | Know that Muslims | preparation for | depth for Year 1 | places of |
| | God who has | Bible. | have 99 Names of | prayer: washing | pupils | worship. |
| | created the | Know at least one | Allah – ways in | (wudu). | | Know some |
| | world | example of what | which Muslims | Know the key | | stories from |
| | (Genesis 1). | Christians do to | try to understand | objects | | religious |
| | Know that | say thank you to | what God is like | associated with | | traditions as a |
| | Christians | God for the | (not 100 because | prayer: prayer | | stimulus to |
| | believe that God | Creation. Think, | you can never | mat | | reflect on the |
| | loves human | talk and ask | fully know God). | (cleanliness is | | own experienc |
| | beings and | questions about | Know the Qur'an is | important, | | and explore |
| | wants them to | living in an | the holy book of | Muslims don't | | them - in-dept |
| | be in | amazing world. | Islam; the words | prayer directly | | for Year 1 pup |
| | relationship with | Know at least two | of God, | on the | | Know places of |
| | him (e.g. | examples of what | providing guidance | ground), prayer | | worship, know |
| | Abraham, | Christians do to | for human beings. | beads (subha) , | | now w |
| | Moses, | 114-54-141 | | | | new words |
| | Noah, King | look after the world. | Know that the Prophet | compass (to indicate the | | associated with these places of |

| | Visani diaminati in | | Linal marrie - 4: | AA alalas la V | | #aau Ja #l. : |
|------|--|--|--|---|--|--|
| | Know Christians believe that God | | final prophet; receives | Makkah). Know about how | | towards them, e.g. Judaism: |
| | never gives up | | guidance (i.e. the | Muslims study | | where do people |
| | on people | | Qur'an) directly | the Qur'an: the | | go to pray? - in- |
| | (e.g. Jonah). | | from God, lives it | madrassah | | depth for Year 1 |
| | | | out in his own | (school) | | pupils |
| | | | life and leads | -studying the | | |
| | | | people along the | Qur'an to find | | |
| | | | straight path. | out how to | | |
| | | | Know the story | follow the | | |
| | | | about the Prophet Muhammad | straight path (shariah); | | |
| | | | receiving the | learning to | | |
| | | | Qur'an | recite the | | |
| | | | (the 'Night of | Qur'an. | | |
| | | | Power'). | Know about a | | |
| | | | | Muslim festival: | | |
| | | | | Eid ul-Fitr (end | | |
| | | | | of the month of | | |
| | | | | Ramadan), Eid ul-Adha | | |
| | | | | (celebration of | | |
| | | | | Prophet | | |
| | | | | Ibrahim's test | | |
| | | | | of | | |
| | | | | faith) - key | | |
| | | | | practices, | | |
| | | | | symbols, etc., and how they | | |
| | | | | relate to Muslim | | |
| | | | | beliefs about | | |
| | | | | God, the | | |
| | | | | universe and | | |
| | | | | human beings. | | |
| 0.1 | A- God | A-Creation | | | | |
| Palm | | | I A-Tslam - God | A-Telam | A-Places of Work | shin including |
| | UC 1.1 (core) | | A-Islam – God How is Allah | A-Islam Community. | A-Places of Wors | ship including |
| Y2/3 | UC 1.1 (core) What do | UC 1.2 (core) Who do | | A-Islam Community. What do | A-Places of Wors Christianity. | ship including |
| | | UC 1.2 (core) | How is Allah | Community. | | ship including |
| | What do Christians believe God is | UC 1.2 (core) Who do Christians believe made the world? | How is Allah described in the Qur'an? | Community. What do Muslims do to express their | Christianity. Judaism Know the Torah so | croll contains the |
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the Old Testament Know Christians helieve in one God who has created the world (Genesis 1). Know that Christians believe that God loves human beings and wants them to relationship with him (e.g. Abraham. Moses. Noah, Kina David). Know Christians believe that God never gives up on people (e.g. Jonah).

beginning of the big story of the Bible. Know at least one example of what Christians do to say thank you to God for the Creation, Think, talk and ask auestions about living in an amazing world. Know at least two examples of what Christians do to look after the world.

straight path (Qur'an, prophets, natural world). Know that Muslims have 99 Names of Allah - ways in which Muslims try to understand what God is like (not 100 because vou can never fully know God). Know the Qur'an is the holy book of Islam: the words of God providing guidance for human beings. Know that the Prophet Muhammad - the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path. Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').

is his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (wudu). Know the key objects associated with prayer: prayer mat (cleanliness is important. Muslims don't praver directly on the ground), prayer beads (subha). compass (to indicate the direction of Makkah). Know about how Muslims study the Qur'an: the madrassah (school) - studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an. Know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test faith) - key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings.

pattern called the tzitzit - this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it.

Christianity

Know the condle is the symbol of

Know the candle is the symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer.

Know the key feature of baptism; symbolises entry into the Christian community; Jesus' baptism (Matthew 3:13-17) and its connections

with the Christian belief about God as Trinity (Father, Son and Holy Spirit).

Know the key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed.

Know the alter is a table upon which the shared meal of Holy Community (Mass/Eucharist/Lord's Supper) takes place and symbolises the Last

place and symbolises the Last Supper (last meal Jesus shared with his friends.

Islam

Know the prayer mat is used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony.

Know the preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony.

Know the Qibla indicates the

direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaabah (Muslims believe this is the first place dedicated to the worship of one God). Know the links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the

Know the minaret is the tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures

| | | | | | this adhaan can be heard as far as possible to make sure as many Muslims as possible. |
|------|---------------------------------|---------------------------------------|------------------------------------|-----------------------------------|---|
| Oak | A-Hinduism. | A-Islam. Nature | A-What is the | A-Why Do | A-Pilgrimage Including |
| | Deities and key | of Allah | Trinity? | Christians call | Christianity. |
| Y4/5 | figures. | | God/Incarnation. | the Day Jesus | Know that pilgrimage builds upon |
| | | Know about the | Know that | Died Good | the understanding of 'journey' to |
| | Know and can | oneness of God | Christians believe | Friday? | explore personal responses |
| | expand upon the | (tawhid) and its | Jesus is one of the | Salvation | to pilgrimage. |
| | key beliefs: | reflection in the | three persons of | | Know local and global pilgrimage |
| | Brahman, the | shahadah | the | Know that | sites for different faiths. |
| | Trimurti, | (statement of | Trinity: God the | Christians | Know how a person of faith may |
| | samsara,atman, karma, | faith). Know God as | Father, God the Son and God the | believe that Jesus rose again | make a special journey. |
| | moksha, dharma | creator who has | Holy Spirit. | and that faith in | Know the significance of local |
| | Know about | created the | Know that | him will give | religious places to faith groups and |
| | worship in the | universe to be in | Christians believe | eternal life to | members of the community. Know artefacts used by pilgrims and |
| | home: home | harmony | the Father | the believer. | can consider their purpose and |
| | shrine often | (Muslim - literally, | creates; he sends | Know that | meaning. |
| | including a murti | 'in submission' to | the Son who saves | Easter | Know of rituals performed at sites |
| | (an | the will of God). | his people; the Son | celebrates | of pilgrimage and before, during and |
| | image of a | Know God has | sends the Holy | Jesus dying to | after a pilgrimage; |
| | particular deity | created human | Spirit to his | take the | discover how those actions link to |
| | that has been | beings to be 'abd | followers. | punishment | faith beliefs. |
| | consecrated). | (servant) and | Know that | (atonement), pay | Know John Bunyan's Pilgrims' |
| | Know about | khalifa (regent) to | Christians worship | the dept of sin | Progress and other stories of life- |
| | Hindus devotion | helphim keep | God as Trinity. Know that | (redemption) so | changing journey. |
| | to particular deities | things in harmony. Know he has set | Christians believe | that people can be | Know the meaning of Crucifixion |
| | (representing | out a straight | the Holy Spirit is | forgiven by God | story and consider the motivation |
| | different | path (shariah) to | God's power at | and live in a | and inspiration it brings to Christian believers |
| | expressions of | help maintain this | work | relationship with | christian believers |
| | Brahman, | harmony and | in the world and in | him. | |
| | the ultimate | offered guidance | their lives today, | Know that | |
| | reality). | (the natural world. | enabling them to | Christians | |
| | Know the | Know the Qur'an | follow Jesus. | believe that | |
| | importance of | and the prophets) | Know that | Jesus rose again | |
| | the family and | help humans | Christians really | and that faith in | |
| | the way in which dharma relates | follow this path. | want to try to understand God | him will give | |
| | to family life. | Know the connection | better | eternal life to the believer. | |
| | Know about | between iman | and so try to | Know that | |
| | worship in the | (faith/beliefs) | describe God using | Christians see | |
| | mandir: puja ; | and ibadah | symbols, similes | the Holy Week | |
| | the significance | (worship/practice) | and metaphors, in | as the | |
| | of the objects | - the ways in | song, story, poems | culmination of | |
| | on the puja tray | which key | and art. | Jesus' | |
| | - a bell | practices express | | earthly life, | |
| | (to awaken the | Muslim | | leading to his | |
| | deity that is the | beliefs. | | death and | |
| | focus of worship), water, | Know Muslims | | resurrection. Know the various | |
| | flowers, | carry out the same actions at | | events of Holy | |
| | fruit/food, | the same time - | | Week, such as | |
| | incense (to | the | | the Last Supper | |
| | engage | pilgrimage as a | | were | |
| | all the senses); | symbol of the | | important in | |
| | the arti | harmony of the | | showing the | |
| | ceremony(act | global Muslim | | disciples what | |
| | of worship | community (the | | Jesus came to | |
| | involving a diva | ummah) and their | | earth to do. | |
| | lamp in which | belief in one God. | | Know that | |
| | the Brahmin | Know that the | | Christians | |
| | <u> </u> | masjid (mosque) | | believe that | |

| | | | | 1 | |
|--------------|---|---|--|---|---|
| | [priest]shares | as a 'place of | | Jesus really did | |
| | the light with | prostration' - the | | rise from the | |
| | the community | role | | dead, | |
| | of worshippers). | of the mosque in | | and so is still | |
| | | Muslim belief and | | alive today. | |
| | | practice. | | Know that | |
| | | Know in-depth the | | Christians | |
| | | key features (e.g. | | remember and | |
| | | qibla, minaret, | | celebrate Jesus' | |
| | | minbar, prayer | | last week, | |
| | | mats, facilities | | death and | |
| | | for wudu). | | resurrection. | |
| | | Know ways in | | Know that the | |
| | | which mosques | | word 'good' | |
| | | engage with the | | means different | |
| | | local community. | | things to | |
| | | , | | different | |
| | | | | people. | |
| | | | | Know ways in | |
| | | | | which Christians | |
| | | | | live this out, e.g. | |
| | | | | foodbanks, | |
| | | | | street | |
| | | | | pastors, links | |
| | | | | with global | |
| | | | | Christian | |
| | | | | communities or | |
| | | | | other Christian | |
| | | | | denominations. | |
| | | | | | |
| | | | | Know the ways in which beliefs | |
| | | | | • | |
| | | | | affect daily | |
| | | | | The star a | |
| | Llinduiam Paina | Talam Paina | Calvation IIC 2h 7 | living | 146 41100 144 0 |
| Willow | Hinduism-Being | Islam-Being | Salvation UC 2b.7 | Incarnation UC | LAS Additional Unit |
| | Human. | Human. | What Difference | Incarnation UC 2b.4 | Forgiveness |
| Willow Y6 | Human. Know the key | Human. Children know the | What Difference Does the | Incarnation UC 2b.4 Was Jesus the | Forgiveness Christianity: |
| | Human. Know the key beliefs of | Human. Children know the key beliefs of | What Difference Does the Resurrection | Incarnation UC 2b.4 | Forgiveness Christianity: Children know the Lord's Prayer, |
| | Human. Know the key beliefs of Hinduism. | Human. Children know the key beliefs of Islam God, tawhid, | What Difference Does the Resurrection Make for | Incarnation UC 2b.4 Was Jesus the Messiah? | Forgiveness Christianity: Children know the Lord's Prayer, biblical texts about forgiveness, e.g. |
| | Human. Know the key beliefs of Hinduism. Know that God, | Human. Children know the key beliefs of Islam God, tawhid, everything | What Difference Does the Resurrection | Incarnation UC 2b.4 Was Jesus the Messiah? Children know | Forgiveness Christianity: Children know the Lord's Prayer, biblical texts about forgiveness, e.g. the Parable of the Lost Son (Luke |
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the beliefs that underpin them Know the role of human beings in maintaining a harmonious (muslim) world Know and understand the importance of the straight path (shariah) in helping to keep the world in harmony (muslim), as God intends it to be. Know what family life is like and the way in which this contributes to following the straight path (shariah), family life as created by God to help provide a harmonious society. Know and understand the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur'an 49.13); the respect children should show to their parents (e.g. Qur'an 17.23-24). Know that the Hadith collections of the teachings and lived example (sunnah) of the Prophet

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to follow the

This belief gives |Christians hope for life with God, starting now and continuing in a new life (heaven).

and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation). The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God. for example, as salt and light in the

world.

Jesus fulfilled

expectations,

these

Pardoner; Hadith describing Prophet Muhammad asking God to forgive the people of Taif who had mistreated him (AlBukhari); shirkthe unforgivable sin (worship of any other deity); distinction between divine forgiveness and human forgiveness; the expectation that people will forgive (e.g. Qur'an 64.14)

Judaism:

Children know that Jews see forgiveness as a duty (mitzvah) e.g. Leviticus 19:17, Micah 7:18; links between this and beliefs about God as merciful; the concept of teshuva (repentance); Yom Kippur, the Day of Atonement.

Children know the value of forgiveness in both religious and non-religious worldviews as a way of healing human relationships; reasons why healthy human relationships are important to individuals, communities, societies and the world.

Children know challenges of forgiveness for the one forgiving (e.g. having to let go of a hurt that has been caused) and the one being forgiven (e.g. being courageous enough to admit harm has been caused, having the humility to seek forgiveness, etc.)

| Muhammad; | straight path | | |
|-----------------|----------------------|--|--|
| different | (shariah), i.e. how | | |
| Muslims accept | to live islamically; | | |
| different | examples of | | |
| collections of | Hadith, e.g. "None | | |
| Hadith to be | of you truly | | |
| more or less | believes until he | | |
| authoritative; | loves for his | | |
| provides | brother what he | | |
| additional | loves for himself" | | |
| guidance on how | (Hadith Nawawi | | |
| to follow the | 13) | | |
| straight path | | | |
| (shariah), i.e. | | | |
| how to live | | | |
| islamically; | | | |
| examples of | | | |
| Hadith, e.g. | | | |
| "None of you | | | |
| truly believes | | | |
| until he loves | | | |
| for his brother | | | |
| what he loves | | | |
| for himself" | | | |
| (Hadith Nawawi | | | |
| 13) | | | |

| | RE - Year B | | | | | | | | | | |
|---------------|--|---|----------------------------|---|--|---|--|--|--|--|--|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | | | | | |
| Apple YR/1 | B-What do Christians believe God is like? UC 1.1 | B- Incarnation UC 1.3 (core) Why does Christmas matter to Christians? | B-Islam - Life Journey. | B-Salvation UC Why does Easter Matter to Christians? Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. Know that Easter celebrates Jesus dying to take the punishment (atonement), pay the dept of sin (redemption) so that people can be forgiven by God and live in a | B-Thankfulness including Christianity. | B- Being Human - Islam. What Does the Qu'ran Say About How Muslims Should Treat Others? | | | | | |

| | | | | nalationahiritl | | |
|----------|------------------|-----------------------|----------------|-------------------------|----------------|-----------|
| | | | 1 | relationship with him. | | |
| | | | 1 | | | |
| | | | 1 | Know that Christians | | |
| | | | | | | |
| | | | 1 | believe that | | |
| | | | 1 | Jesus rose again | | |
| | | | | and that faith in | | |
| | | | | him will give | | |
| | | | | eternal life to | | |
| | | | | the believer. | | |
| | | | | Know that | | |
| | | | | Christians see | | |
| | | | | the Holy Week | | |
| | | | | as the | | |
| | | | | culmination of | | |
| | | | | Jesus' | | |
| | | | | earthly life, | | |
| | | | | leading to his | | |
| | | | | death and | | |
| | | | | resurrection. | | |
| | | | 1 | Know the various | | |
| | | | 1 | events of Holy | | |
| | | | 1 | Week, such as | | |
| | | | 1 | the Last Supper | | |
| | | | 1 | were | | |
| | | | 1 | important in | | |
| | | | | showing the | | |
| | | | | disciples what | | |
| | | | | Jesus came to | | |
| | | | | earth to do. | | |
| | | | | Know that | | |
| | | | | Christians | | |
| | | | | believe that | | |
| | | | | Jesus really did | | |
| | | | | rise from the | | |
| | | | | dead, | | |
| | | | | and so is still | | |
| | | | | alive today. | | |
| | | | | Know that | | |
| | | | | Christians | | |
| | | | | remember and | | |
| | | | | celebrate Jesus' | | |
| | | | | last week, | | |
| | | | | death and | | |
| | | | | resurrection. | | |
| | | | | Know that the | | |
| | | | 1 | word 'good' | | |
| | | | 1 | means different | | |
| | | | 1 | things to | | |
| | | | 1 | different | | |
| | | | | | | |
| | | | 1 | people. Know ways in | | |
| | | | 1 | which Christians | | |
| | | | 1 | live this out, e.g. | | |
| | | | | foodbanks, | | |
| | | | 1 | street | | |
| | | | 1 | | | |
| | | | 1 | pastors, links | | |
| | | | 1 | with global | | |
| | | | | Christian | | |
| | | | 1 | communities or | | |
| | | | 1 | other Christian | | |
| | <u> </u> | | | denominations. | | |
| | B- Being Human - | B- Incarnation | B-Islam - Life | B-Salvation UC | B-Thankfulness | includina |
| Palm | | | | | | |
| Palm | Islam. What Does | UC 1.3 (core) | Journey. | | Christianity. | |
| Palm | | | | | | |

About How Muslims Should Treat Others?

Know what an Imam Know about the Shahadah (statement of faith) - 'there is no God but God, and Muhammad is his prophet'. Know about the Five Pillars of Islam. Know about Muslim prayer: connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony. Know about making good choices and moral conduct (Akhlag) - choices that will keep creation in harmony, as God intended. Know about the importance of serving others and showing compassion, e.g. zakat (charitable gifts - 2.5% of disposable income annually) helping address disharmony in the world, that is, some have more than they need, others don't have enough (refer to Five Pillars). Know stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) how to care for others and make sure the world is a fair, just and harmonious place.

Why does Christmas matter to Christians? Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father God the Son and God the Holy Spirit. Know that Christians believe the Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Know that Christians worship God as Trinity. Know that Christians believe the Holy Spirit is God's power at work in the world and in their lives

today, enabling

them to follow

Christians really

want to try to

and so try to

describe God

using symbols,

metaphors, in

poems and art.

similes and

song, story,

understand God

Jesus

better

Know that

Know the importance of community (ummah) in Islam and how all Muslims are working together in harmony to follow a straight path (shariah). Know how Muslims celebrate a new member of the Muslim community (ummah) - the birth of a baby as a blessing, something that Muslims give thanks for. Know that Muslims whisper the call to prayer (adhaan) into the baby's ear just after they have beenborn - this reminds them to worship the one God; then the baby is given a taste of something sweet. Know the agigah ceremony is performed when a child is 7 days old: mentioned by Muhammad in a collection of his sayings and teachings. Know that traditionally, Muslims give a gift of food to the poor as part of the agigah ceremony (to help bring about harmony in the world - to rebalance those who have more than they need

those who do

not have enough).

Why does Easter Matter to Christians?

Children know

that Easter is very important in the 'big story' of the Bible. Children know that Christians believe Jesus rose again, giving people hope of a new life. Children know that Jesus showed that he was willing to forgive all people, even for putting him on the cross. Children know Christians believe Jesus builds a bridge between God and humans, Children know Christians believe Jesus rose again, giving people hope of a new life Children know Easter is a festival that occurs in spring to remember a very important part of the Bible. Children know Christians believe that Jesus is God come to Earth. Children know The Easter story is one of sadness, followed by great happiness Children know that beliefs in life after death vary. Children know Christians believe that if vou trust God.

there is another life after this

Christianity:

Know about the importance of gratitude (saying thank you) - do you only have to say thank you if you believe in God? Know that for Christians, the Harvest Festival (saying thank you for the harvest) connects with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation). Know different ways in which

Christians around the world celebrate harvest.

Judaism

Know key beliefs in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship).

Know about Sukkot - the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter

Know that sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top - they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert.

Know the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert. Know and can make connections with the idea of community and belonging - everyone needs someone else.

| | | | Know that some Muslims shave the baby's hair at this time as well; the hair is weighed and this | life, in heaven with God. Children know Christians think Jesus showed that | |
|------|---|---|--|---|---|
| | | | weight in silver is given to the poor. Know that babies are traditionally | there is life after death by coming alive again after he was killed on the cross at the | |
| | | | given a name at this time; often they are named after Prophets or other | first Easter. Christians believe Jesus was able to come back to tell his | |
| | | | important Muslim figures. Know some comparisons with other birth rites, e.g. | disciples, because he was God in the flesh (incarnation). | |
| Oak | B-Hinduism. Worship. | B-Why Do We Celebrate? Big | baptism (Christianity). B-Islam - Community. | B-What Do Christians learn | B-What Does It mean To Live A Good Life |
| У4/5 | Worship. Know the different roles we have and how this links to Hindu faith and worship. Know that each of the gods represents the characteristics of the one God, Brahman. Know about Hindu god/goddess. Link these ideas with the Hindu belief in Brahman. Know about special places where the pupils go if they want to be quiet or think. Know that the shrine is a place where a Hindu family comes to pray. Know about puja and why it is important in Hindu worship. Know about the 'Aum' symbol and can explain its meaning. Know the different objects found in a home shrine including pictures of gods/goddesses/loved ones. | Celebrate? Big Question. Children know about different way we celebrate and why this might be. Children know that there are connections to make between celebrations that are happy and celebrations that help us remember events, including sad events. | Community. How is Muslim Worship expressed Collectively? Know about Muslim worship (ibadah) - prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (wudu). Know the key objects associated with prayer: prayer mat | Christians learn From the Creation Story? Creation. Know the bible story (Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). Know that this means that humans cannot get close to God without God's help. Know that Christians believe that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Know that Christians show | Islam Know religious text: Hadith (teachings/sayings/advise given by the Prophet Muhammad. Know the importance of good character/behaviour. Know ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community. Humanism Know the key principles - trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals. Know the belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same. |

| | | (cleanliness is important, Muslims don't prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah). Know about how Muslims study the Qur'an: the madrassah (school) - studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an. Know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of | that they want to be close to God through obedience and worship, which includes saying sorry for falling short. | |
|--------------|--|--|---|--|
| | | Qur'an. Know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet | | |
| Willow Y6 | | relate to Muslim beliefs about God, the universe and human beings. | | |