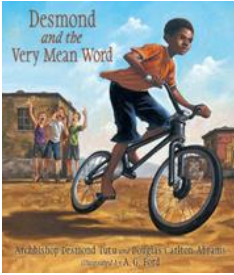
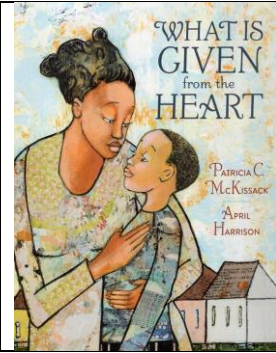




Curriculum Coherence – Year 4 RE

In line with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Term 1 Autumn	Unit L2.12 How and why do people make try to make the world a better place?	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE -What is the golden rule? -What are the 10 commandments? -How do these rules link to Christian and Jewish behave in life? -What is sin? -How would a world be different without sin? -Why do people believe in the concept of sin? -What do religions teach about helping others? -Which rules to religions follow that help them to make the world a better place? -Why do some people believe that the world is not a good place? -How does charity make the world a better place? (Islam, Judaism and Christianity)</p> <p>VOCABULARY Core vocabulary: Sin, golden rule, 10 commandments, Jews, Christians, Muslims, charity, Muslim Aid, Christian Aid, Humanism Ambitious vocabulary: zakah, Tzedek</p> <p>Values: friendship, cooperation, love, determination, courage, respect, quality, tolerance, unity, belonging, respect, kindness, honesty, hope</p>	<p>ACTIVITIES - Chn will create a piece of artwork linked to the world with sin and world without sin. -debate opinions on what sin means. - Chn discuss the concept of the golden rule and link it to the historical beliefs of this rule. - pupils will link and create the 10 commandments to school rules -pupils to identify how we could be more charitable in school and design a poster linked to promoting charity. -pupils to investigate Desmond Tutu, Mother Teresa and discuss the qualities that make these religious people better people. -pupils compare Christian aid and Muslim aid. -explore Humanism and how this links to behavior to make the world a better place. -Pupils design their own non-religious organization leaflet.</p>	<p>OUTCOMES Make sense of belief</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
<p>SMSC Threads: Spiritual development - emphasising the value of positive relationships and developing a sense of community; encouragement to pupils to develop their own views and ideas on religious and spiritual issues. Moral development - Highlighting the importance of rights and responsibilities and developing a sense of conscience and the need to anticipate the consequences our actions. Stressing the understanding that the freedom to choose and hold faith and belief and non-belief is protected in law, and that people having a different belief or faith to oneself should not be the cause of prejudicial or discriminatory behaviour. Social development - consideration of the influence of beliefs upon lifestyles, actions and behaviours. Cultural development - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good</p>		
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>Golden Rule and the 10 Commandments from the Bible/ Torah</p> 	<p>Prior Learning: Unit F6: Which stories are specially valued and why? (EYFS) Unit 1.9 How do we show we care for others? (Year 1 Autumn 1 and Summer 1) Unit 1.10 How do we show we care for the Earth? (Year 2 Summer 1) Unit L2.4 What kind of world did Jesus want? (Year 3 Summer) Unit 1.10 How do we show we care for the Earth? Why does it matter? (Year 2 Summer 1)</p> <p>NEXT STEPS IN LEARNING Upper KS2: (currently taught in middle school) U2.10: What will make our community a more respectful place?</p> <p>KS3 Links: Unit 3.6 Should Christians be greener than everyone else? Unit 3.7 why are we good or bad? Unit 3.15 Good, bad, right, wrong: how do I decide?</p>



Unit 3.19: Sharing one world: are religions part of the problem or the solution?

LINKS

English – speaking and listening during class discussions and debates.

History – historical and religious beliefs outlined about the golden rule, identifying religious people from the past (Desmond Tutu, Mother Teresa).

Art – sketches of a world with and without sin

English – speaking and listening – through discussions and debates on opinions, creation of written opinions, asking questions of beliefs.



Curriculum Coherence – Year 4 RE

Term 2 Autumn 2	Unit L2.3 What is the 'trinity' and why is it important to Christians?	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> -What is the trinity? -What is baptism? - Why can artists represent the baptism of Christ in different ways? -What are the gospels and New Testament? -Why do Christians get baptised? - What are the symbols linked to the holy trinity? Why are they symbolic? <p>VOCABULARY</p> <p>Core Vocabulary: God, holy spirit, son, gospel, parables, baptism, spirit, dove, man, Father, Jesus, Gospel, prayer</p> <p>Ambitious vocabulary: incarnation, trinity, symbolic</p> <p>Values - unity, belonging, respect, quality, thoughtfulness, hope, understanding, respect</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will create a write up that explore what the holy trinity is about. -Pupils to create their own artwork of the baptism of Jesus after exploring and comparing other examples of artwork of this. -pupils need to explain how and why they portrayed the three parts of the trinity in their artwork for pupil feedback. -explore symbols linked to the trinity and pupils then to design their own symbols to represent the trinity. -pupils to explore the baptism prayer and then create their own prayer that links the trinity in. -Pupils have a go at creating their own gospel story that links in their understanding of the trinity and Jesus. This can be linked to the computing unit on animations. 	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and the Trinity mean • Give examples of what these texts mean to some Christians today <p>Understand the impact</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
<p>SMSC Threads:</p> <p>Spiritual development - exploring, using and explaining religious language, as well as key religious concepts that are used to describe spiritual experiences.</p> <p>Moral development - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Social development - consideration of the influence of beliefs upon lifestyles, actions and behaviours.</p> <p>Cultural development - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>		
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>The gospel account of Jesus' baptism in Matthew 3:13-17.</p> <p>Baptism prayer</p> <p>The good Samaritan</p> <p>John 8:56-59</p> <p>Matthew 3:13-17</p> <p>Artwork: Pietro Perugino 1450 – 1523 The Baptism of Christ</p> <p>Nicolò Semitecolo, The Holy Trinity. c. 1370 Padova, Museo Diocesano</p> <p>Andrea del Verrocchio 1435 – 1488 The Baptism of Christ</p> <p>Andrei Rublev 'Holy Trinity' Icon</p>	<p>Prior Learning:</p> <p>Unit F6: Which stories are specially valued and why? (EYFS)</p> <p>unit 1.8 What can we learn from sacred books and stories? (Year 1 Spring 1)</p> <p>Unit 1.1 What do Christians believe God is like? (Year 1 Summer 2)</p> <p>Unit 1.12 What is the 'good news' Christians believe Jesus brings? (Year 2 Spring 2)</p> <p>Unit L2.1 Where, how and why do people worship. (Year 3 Spring 2).</p> <p>NEXT STEPS IN LEARNING Currently</p> <p>Upper KS2: (currently taught in middle school)</p> <p>U2.1: What does it mean if Christians believe God is holy and loving?</p> <p>U2.11: Why do some people believe in God and some people not?</p> <p>KS3 Links:</p> <p>Unit 3.1: Why do Christians believe Jesus was God on Earth?</p> <p>Unit 3.5: What do people believe about God and the Universe?</p> <p>Unit 3.18: What does it mean for Christians to believe in God as Trinity? (God)</p>
<p>LINKS</p> <p>English – speaking and listening during class discussions and debates.</p> <p>Drama – retelling the different parables linked to the Gospels, use of voice during presentation of ideas</p>		

Art – creating pieces of artwork that represent Jesus, God and the Holy Trinity, appreciation of different pieces of Christian artwork for the past and present, comparisons of different piece of artwork linked to the Trinity, walking galleries.

English – writing a gospel of their own, creating a baptism prayer

Computing – links to stop motion animation – pupils create an animation about Jesus and the Trinity.

Curriculum Coherence – Year 4 RE



Term 3 Spring 1

Unit L2.2 Why do some people think life is like a journey?

INTENT

KNOWLEDGE

- What is a metaphor?
- Why might life be seen as a metaphor of a journey?
- What are the significant milestones in life's journey?
- What other metaphors could be used for life?
- What are meaningful ceremonies that mark significant milestones in life and why are they celebrated?
- What are Hindu significant milestones?
- What are Christian significant milestones?
- What are Jewish significant milestones?

VOCABULARY

Core Vocabulary: Traditions, journey, ceremony, commitment, sacred thread, baptism, marriage, ritual, celebration, forgiveness, freedom, festivals, milestones, promises, valued, beliefs, metaphors, responsibilities, confession, first communion, confirmation, practices

Ambitious vocabulary: salvation, symbolism, rituals, Bat Mitzvah and Bar Mitzvah, rituals

Values - understanding, belonging, respect, responsibility, courage, determination, honesty, happiness, hope

IMPLEMENTATION

ACTIVITIES

- Chn to identify how life is like the metaphor of a journey or tree growing.
- pupils identify significant milestones/events in a lifetime.
- create artwork linked to the symbolism of the water in the Christian baptisms.
- create a postcard of congratulations to the children who had a Bat and Bar Mitzvah.
- discuss and debate questions about the Sacred Thread Ceremony in Hinduism.
- create a fact file linked to 4 different religious and non-religious wedding ceremonies.
- create a guide for life that links to the knowledge they have learned about milestones and significant events in religious and non-religious lives.
- use of immersive room to experience examples of ritual/celebrations linked to the identified milestones in different religious journeys

IMPACT

OUTCOMES

Make sense of belief

- identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact

- describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean ☑ make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)

Make connections

- raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- give good reasons why they think ceremonies of commitment are or are not valuable today

SMSC Threads:


Spiritual development - emphasising the value of positive relationships and developing a sense of community; encouragement to pupils to develop their own views and ideas on religious and spiritual issues.

Moral development - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Social development - consideration of the influence of beliefs upon lifestyles, actions and behaviours.

Cultural development - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.

<p>SKILLS Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>1 Corinthians 13: 4-13</p>	<p>Prior Learning: Unit F4: Being special: where do we belong? (EYFS) Unit 1.3 Who is a Jew? What do they believe and how do they live? (Year 2 Autumn 1) Unit 1.4 Who is a Muslim? What do they believe and how do they live? (Year 2 Summer 2) Unit L2.6 How do festivals and family life show what matters most to Jewish people? (Year 3 Spring 1) Unit L2.1 Where how and why do people worship? (Year 3 Spring 2)</p> <p>NEXT STEPS IN LEARNING Upper KS2: (currently taught in middle school) U2.9: Justice and poverty: why does faith make a difference? U2.12: How does faith enable resilience?</p> <p>KS3 Links: Unit 3.8: It's my life: what should I do with it? Unit 3.12: What do we do when life gets hard? Unit 3.22: Should happiness be the purpose of life?</p>
<p>LINKS English – speaking and listening during class discussions and debates, creating a guidebook to life, draft a postcard, create a fact file, understand the concept of metaphors for describing life. Maths – ranking and ordering milestones in importance to them (human graph). Art – sketching symbolism of water in the Christian Baptism Computing – safe research online</p>		

Curriculum Coherence – Year 4 RE 		
Term 2 Spring 2	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday?'	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE -What does salvation mean? -What are the events of Holy Week? -What does Holy week mean? -How do Christians celebrate Holy week? -Why is Holy week important to Christian belief? -What forms of worship might Christians perform during Holy week? -Who celebrates Holy week and why? -What is Good Friday and why is celebrated by Christians?</p> <p>VOCABULARY Core Vocabulary: Easter, rescue, save, holy week, worship, Good Friday, Jesus, Christians, crucifixion, sin, Easter Sunday, Palm Sunday, services, heaven Ambitious Vocabulary: Salvation, ascension, rituals, disciples</p> <p>Values - friendship, cooperation, quality, excellence, courage, determination, unity, belonging, hope, thoughtfulness, patience, trust, peace, unity, belonging</p>	<p>ACTIVITIES - Children to generate a list of sins that could be created and think about ways that they could be put right or how they could demonstrate ways to show others how to avoid sin and how to live life positively. -Children review their understanding of Holy Week events through different videos, games and activities throughout the unit. - Children to use their visit to All Saints Church and the texts from Kenya, Italy and Greece to explore how Easter is celebrated similarly or differently and present their ideas to compare. - Pupils appreciate The Entry to Jerusalem art and record the comments to go in the speech bubbles around the artwork. - Children reflect on Mary's emotion over the Holy Week and how they change, creating an emotions line graph. -Pupils create a responsibility pie for who was responsible for the death of Jesus. -Pupils appreciate different examples of artwork and then go on to think about why Christians think of Jesus' death as 'Good Friday'. Pupils are to create their own piece of artwork and a written response to the final two questions</p>	<p>OUTCOMES Make sense of belief</p> <ul style="list-style-type: none"> Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions

SMSC Threads:**Spiritual development** - creating time and space in lessons for wonder and reflection.**Moral development** - highlighting the importance of rights and responsibilities and developing a sense of conscience and the need to anticipate the consequences our actions.**Social development** - consideration of the influence of beliefs upon lifestyles, actions and behaviours.**Cultural development** - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good.**SKILLS**

Use subject-specific vocabulary.

Describe Christianity beliefs about Holy Week and the lead up to Easter, connecting those behaviours to the religious texts and teachings.

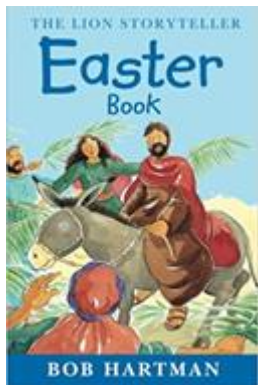
Connect stories, teachings, concepts and texts with how Christians live and behave.

Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.

Ask questions about the religious stories and beliefs in this unit.

READING OPPORTUNITIES

The Easter Story from Matthew, Mark Luke and John Gospels (New Testament of Bible)

**Prior Learning:**

Unit F3: Why is Easter special for Christians? (EYFS)
 Unit 1.5 Why does Easter matter to Christians? (Year 1 Spring 2)
 Unit 1.7 How and why do we celebrate special times? (Year 2 Autumn 2)
 Unit 1.11 Who is an inspiring person? (Year 2 Spring 2)
 Unit L2.1 Where, how and why do people worship? (Year 3 Spring 2)

NEXT STEPS IN LEARNING**Lower KS2:**

Unit L2.10 What is the impact of Pentecost? (year 4 Summer 1)

Upper KS2: (currently taught in middle school)

U2.6: What do Christians believe Jesus did to 'save' people?

KS3 Links:

Unit 3.1: Why do Christians believe Jesus was God on Earth?
 Unit 3.4: What happens when we die? What difference does it make if you believe in life after death?
 Unit 3.7: Why are people good and bad?
 Unit 3.16: What is so radical about Jesus?

LINKS

English – speaking and listening during class discussions and debates, use of year 4 grammar in written descriptions, writing newspaper reports, rich story telling.

History -links to Romans unit in Autumn term

Forest School – opportunity to create an Easter Garden

Maths – responsibility pie (pie graph linked to the responsibility of Jesus' death), line graph linked to emotions of Holy Week

Drama – role play through freeze frame, hot seating of key characters for Holy Week

Art – appreciation of different examples of artwork of Jesus and Holy Week – these are both by famous artists and children. Pupils have the opportunity to create their own artwork to represent an element of Holy Week and Jesus.

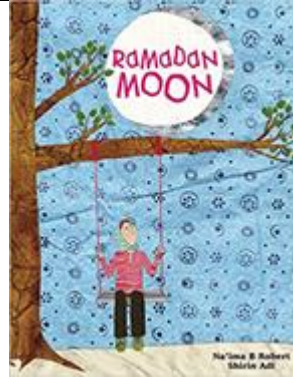
Cultural capital/Geography – links to Bedford Faith Tour (All Saints Church) and visit to St. Albans Cathedral, use of artwork that represent Jesus and Holy Week from different countries and times.

Curriculum Coherence – Year 4 RE**Term 1 Summer 1****Unit L2.9 How do festivals and worship show what matters to a Muslim?****INTENT****IMPLEMENTATION****IMPACT**

<p>KNOWLEDGE</p> <p>Who is a Muslim? What do they believe? How and where do Muslims worship? What is most important to Muslims? How does this knowledge link to what I already know about Islam and Muslims? Why is the Qur'an so important to Muslims? How do you know that it is important to them? What do Muslims believe God (Allah) is like? What is Ibadah mean? How do Muslims link Ibadah to their belief about Allah (God)? What is Ramadan and Eid-ul-Fitr? What does this festival tell us about what Muslims believe? What are the 5 pillars of Islam? How does does the festival link to the five pillars of Islam? What is rak'ah? What is wudu? Why is prayer significant to a Muslim? How do you know this?</p> <p>VOCABULARY</p> <p>Core Vocabulary: Islam, Muslim, Qur'an, God (Allah), Mosque, submission, harmony, creator, peace, Ramadan, Edi-ul-Fitr, fasting, celebration, community, 5 pillars, subah beads (prayer beads)</p> <p>Ambitious Vocabulary: Masjid (mosque), tawid (oneness), Ibadah (worship), rak'ah (prayer position), Laylat-ul-Qadr (night of power).</p> <p>Values- respect, tolerance, unity, belonging, understanding, friendship, kindness, courage, sharing, thoughtfulness, hope</p>	<p>ACTIVITIES</p> <p>- Chn recall and research to create a fact file to show previous learning and new learning about the beliefs of Islam. -Chn identify the words that describe Allah in Sura 1 from the Qur'an. Cdn compare their beliefs to that of a young Muslim girl. -pupils compare prayer at home versus prayer at the Mosque. -pupils create a piece of artwork linked to living in harmony in our communities. -pupils will design a fact file about Ramadan and Eid-ul-Fitr Pupils will have experience with the different Isamic artefacts in school -Chn will be able to identify and explain each of the 5 pillars of Islam. -Chn experience different Mosques in Britain and other countries to compare similarities and differences with Geographical locations, including Mecca. (Use of Immersive room) -visit to Bedford Mosque on Faith Tour</p>	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact</p> <ul style="list-style-type: none"> give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas
<p>SMSC Threads:</p> <p>Spiritual development - exploring, using and explaining religious language that is used to describe spiritual experiences. Moral development - exploring what is of ultimate worth to believers through studying the key aspects of beliefs and teachings from religion and philosophy on values and ethical codes of practice. Social development - consideration of the influence of beliefs upon lifestyles, actions and behaviours. Cultural development - building bridges between those of different cultural and religious backgrounds, to act to combat intolerance and extremism.</p>		
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p>	<p>READING OPPORTUNITIES</p> <p>Sura1 (chapter 1) of the Qur'an</p>	<p>Prior Learning:</p> <p>Unit F5: Which places are specially valued and why? (EYFS) Unit F6: Which stories are specially valued and why? (EYFS) Unit 1.4 Who is a Muslim? What do they believe and how do they live? (Year 2 Summer 2) Unit 1.6 What makes some places significant? What makes some places sacred to believers? (Year 1 Summer 1) Unit 1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? (Year 2 Autumn 2) Unit 1.8 What can we learn from sacred books and stories? (Year 1 Spring 1)</p>

Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.

Ask questions about the religious stories and beliefs in this unit.



NEXT STEPS IN LEARNING

Upper KS2: (currently taught in middle school)

Unit - U2.8: How is faith expressed in Islam?

Unit U2.4: How and why do some people inspire others?

Unit U2.11: Why do some people believe in God and some people not?

Unit U2.12: How does faith enable resilience?

KS3 Links:

Unit 3.2: Core and diverse Islam: what is universal and what is different?

Unit 3.10: Do prophets still influence us today?

Unit 3.20: What will make our community a more respectful place?

LINKS

Modern foreign languages – Arabic vocabulary linked to Muslim beliefs

Computing – using technology to support research and safe searching on the internet/ immersive room opportunities for sharing different examples of Mosques around the world

English – researching notes and putting work in own words, descriptive writing or explanations to use year 4 grammar focuses.

Art – use of painting to create art linked to the concept of people living in harmony/ School Museum to explore Islamic artwork

English – speaking and listening during class discussions and debates.



Curriculum Coherence – Year 4 RE

Term 3 Summer 2		Unit L2.10 What is the impact of Pentecost for Christians?
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>-What is Pentecost? -Why do Christians celebrate Pentecost? -How does the belief about the holy trinity link into the belief about Pentecost? - What is the kingdom of God? -What clues tell us what Christians believe about the Kingdom of God? -How have artists expressed the idea of the Holy Spirit? -Who/what is the Holy Spirit? Why do Christians believe the 'Holy Spirit' is important during Pentecost?</p> <p>VOCABULARY</p> <p>Core Vocabulary: Kingdom, heaven, God, Pentecost, Christians, Holy Spirit, Jesus, God, disciples, trinity, worship, church, bible</p> <p>Ambitious Vocabulary: resurrection, apostles, persecuted</p> <p>Values - friendship, cooperation, quality, excellence, courage, determination, unity, belonging, tolerance, love, honesty, hope, trust</p>	<p>ACTIVITIES</p> <p>- Chn review their understanding of Holy Week and the Easter Story. -pupils ask I wonder questions about Pentecost and the Holy Spirit. -Pupils compare piece of artwork linked to the Holy Spirit and Pentecost. -Chn create their own piece of artwork to show Pentecost. -pupils write a description based on a piece of artwork linked to the Holy Spirit. -Pupils experience what happens in a local church for Pentecost and how this links to the first birthday of the church. -Freeze frame experience to retell the story of Pentecost. -compare Pentecost in the past and in modern day time – to understand why it is important to Christians. -write a newspaper article about the story of Pentecost.</p>	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth offer informed suggestions about what the events of Pentecost in Acts 2 might mean give examples of what Pentecost means to some Christians now <p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections</p> <ul style="list-style-type: none"> make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas

SMSC Threads:

Spiritual development - creating time and space in lessons for wonder and reflection.

Moral development - stressing the understanding that the freedom to choose and hold faith and belief and non-belief is protected in law, and that people having a different belief or faith to oneself should not be the cause of prejudicial or discriminatory behaviour.

Social development - encouraging acceptance of diversity of opinion and practice through a provision of activities for working collaboratively.

Cultural development - enabling pupils to encounter people, literature, the creative and expressive arts and resources from differing cultures.

SKILLS

Use subject-specific vocabulary.

Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.

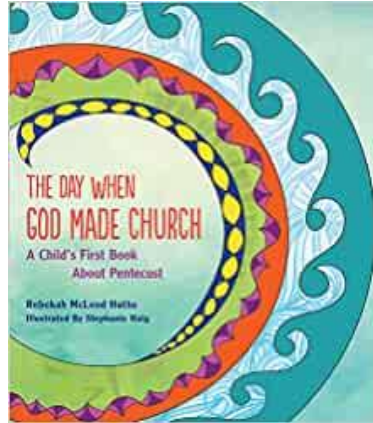
Connect stories, teachings, concepts and texts with how religious people live and behave.

Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.

Ask questions about the religious stories and beliefs in this unit.

READING OPPORTUNITIES

Bible – the story of Pentecost Acts 2:1–15, 22 and 37–41; Acts 2:41–47



Prior Learning:

Unit F3: Why is Easter special for Christians? (EYFS)

Unit 1.5 Why does Easter matter to Christians? (Year 1 Spring 2)

Unit 1.7 How and why do we celebrate special times? (Year 2 Autumn 2)

Unit 1.11 Who is an inspiring person? (Year 2 Spring 2)

Unit L2.1 Where, how and why do people worship? (Year 3 Spring 2)

Unit L2.3 What is the Holy Trinity? (Autumn 1 Year 4)

Unit L2.5 Why do Christians call the day Jesus died 'good Friday'? (Year 4 Spring 2)

NEXT STEPS IN LEARNING

Upper KS2: Currently taught in middle school

U2.6: What do Christians believe Jesus did to 'save' people?

U2.1: What does it mean if Christians believe God is holy and loving?

KS3 Links:

Unit 3.1: Why do Christians believe Jesus was God on Earth?

Unit 3.18: What does it mean for Christians to believe in God as Trinity?

LINKS

English – speaking and listening during class discussions and debates, use of year 4 grammar in written descriptions.

History -links to Roman Empire timeline, unit in Autumn term

Drama – hot seating to recall events of Pentecost, Freeze frame of events.

Art – appreciation of different examples of artwork of the Holy Spirit and Pentecost. Pupils have the opportunity to create their own artwork to represent Pentecost.

School Museum/Geography – use of artwork that represent the Holy Spirit and Pentecost from different countries and times. Discussion about where Jerico/Jerusalem is on the Map