

KNOWLEDGE OVERVIEW GRID						
	Subject: RE			Year Group: 4		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How and why do people mark significant events in their life?	What kind of world did Jesus want?	What do Hindus believe God is like?	Why do Christians call the day Jesus died 'Good Friday?	What does it mean to be a Hindu in Britain today?	For Christians, when Jesus left; what was the impact of Pentecost?
Believing and Belonging Objectives Covered	<p>Through investigating the Nature of Religion and Belief, pupils should learn that:</p> <ul style="list-style-type: none"> • The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity. • Within each there is diversity in beliefs and practices. • There are reasons why some aspects have stayed the same and others have changed. <p>Through investigating How Beliefs are Expressed, pupils should learn that:</p> <ul style="list-style-type: none"> • People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement. • These creative forms of expression also play important roles in most religions and cultures. <p>Through investigating what is meant by a Good Life, pupils will learn that:</p> <ul style="list-style-type: none"> • Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives. • Religions/worldviews provide guidance for their followers on how to live a good life. • There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong. <p>Through exploring what is meant by a Personal Journey, pupils will learn that:</p> <ul style="list-style-type: none"> • Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above • They may see these as beyond or within the material world and may claim they have given new insights into life. <p>Through studying Influence and Authority, pupils should learn that:</p> <ul style="list-style-type: none"> • Communities worldwide are shaped by traditional beliefs from religions/worldviews. • Some are influenced by a single source and others by many. • In some communities, the influence of a religion/worldview is largely limited to its followers. <p>Through considering the Big Picture, pupils should learn that:</p> <ul style="list-style-type: none"> • People tell different stories to communicate important teachings and these stories often form part of longer narratives. • Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world. 					

<p>Previous Knowledge -What have children learnt previously that will support this next step?</p>	<p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p>	<p>In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.</p>	<p>This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>	<p>This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p>	<p>In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today</p>
<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>						

<p>Learning Sequence</p> <p>-Detail the learning sequence using key questions in an ordered sequence.</p> <p>-The questions should have a sequential build up to answer the overall learning challenge.</p>	<ol style="list-style-type: none"> How and why do people mark the significant events in life? What is the significance of baptism for Christians? What happens and what does it mean? How do many Jewish people mark becoming an adult? What ceremonies do many Hindus mark in the journey of life? Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? 	<ol style="list-style-type: none"> What kind of world did Jesus want? How does 'fishers of men' apply to Christians today? What is an evangelist? How did and does Jesus want people to act? What does the Good Samaritan teach Christians? What kind of world did Jesus want? 	<ol style="list-style-type: none"> How do many Hindus describe ultimate reality? How might the idea of Brahman being in everything affect how you live? What can we find out about some Hindu deities? How do many Hindus understand deities? What can we learn about deities from Ganesh? What do Hindus believe God is like? 	<ol style="list-style-type: none"> What can you remember about Holy Week? How did people feel on Good Friday? Why did Jesus have to die and rise again? Why is the Easter story important? For Christians, why is Good Friday so important? Why do Christians call the day Jesus dies 'Good Friday'? 	<ol style="list-style-type: none"> What is Hindu Dharma? How and why do many Hindus perform Puja? What is dharma? What can we learn from the story of King Yudhishtira? What does the Ramayana tell Hindus about dharma? How and why do many Hindus celebrate Diwali? Can I plan a Diwali celebration for my local community? 	<ol style="list-style-type: none"> What do you already know about Pentecost? What does the Bible say about Pentecost? How have artists depicted the events of Pentecost? For Christians what is the impact of the gift of the Holy Spirit? For Christians, what was the impact of the Holy Spirit? What can you tell me about the Trinity?
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<p>Knowledge Showcase</p> <p>-What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?</p>	<p>Ask pupils to write a postcard congratulating either Elliott, Sarah or a character from the film watched in STEP 3 on their bar/bat mitzvah. Tell pupils that their postcards should include the following features: 1. a description of at least one thing that happened during the bar/bat Mitzvah ceremony. 2. Pupil's understanding of the significance of becoming bar/bat mitzvah and of the specific parts of the ceremony and celebrations 3. Technical language with definitions of key vocabulary.</p> <p>Pupils to create an invitation for a Hindu child to use to invite a friend to their sacred thread ceremony. The invitation will need to include information about the features and symbolism within the ceremony.</p>	<p>Spend some time researching the work of The Leprosy Mission. Ask: How does this charity follow Jesus' example of caring for people? How do they make a difference today? Pupils should work in small groups to create a presentation about the work of The Leprosy Mission and how their work helps to bring about the kind of world that Jesus wanted.</p> <p>Give pupils A4 poster paper and encourage them to create posters to advertise the role of an evangelist for the modern day.</p> <p>Hold a class discussion about this and create a list of the kind of world that pupils think Jesus wanted.</p>	<p>Use the Aum outline from Inspiring RE: Hindus by RE Today Services*. This outline can be found in the section entitled The Aum: Meanings of This Symbol as an e-resource, or as page 5 of the pdf of the unit. Around the outside of this symbol, pupils should add as many facts as possible that they know about Brahman and Aum.</p> <p>Pupils write their own metaphors in this style to show how Brahman is in everything using the sentences from page 29 as models.</p> <p>Each pupil should try to add 3 extra facts about the deity are responsible for finding out about.</p> <p>Allow pupils to read the labels explaining the symbolism and match them to the relevant parts of the image of Ganesh.</p>	<p>Give pupils sheets of A3 paper that have been cut in half (landscape) explain that today we are going to be using our knowledge of the key events from the texts that we have studied to make our own timeline of events linked to the Easter Story</p> <p>Give pupils their own copy of the picture and attach a thought bubble. Encourage pupils to record (in role as Mary) what they think Mary might have been feeling at the time.</p> <p>Give pupils speech bubbles and encourage them to write something that a Christian might say to explain why the Easter story is so important to them.</p>	<p>Encourage pupils to create a timeline showing when Hindu Dharma roughly began and making links to Indian emigration to the UK.</p> <p>Ask pupils to split a piece of paper or whiteboard into quarters and quickly list what their duties are to themselves in the first quarter, in school in the second, at home in the third and other duties in the fourth.</p> <p>Give pupils a net of a cube. They should choose the six scenes they think are most important from the story and put one on each face of the cube using words and/or images. The story cubes should be constructed with one side left open (like a lid), pupils should choose a meaning of the story they think is important, write it on a slip of paper and pop it inside their story cube.</p>	<p>Give pupils Understanding Christianity 2A.6 Kingdom of God Resource Sheet 1 (Resurrection-Pentecost emotion graph) encourage them to plot the emotions of the disciples for each key event within the story. Once pupils have done this, encourage them to annotate each point with reasons as to why they think the disciples were feeling this way.</p> <p>Give pupils A4 art paper to create their Pentecost images on. When they have finished drawing, encourage them to write a paragraph saying what they have drawn and why it would help someone to understand the story of the first Pentecost.</p> <p>Give pupils a mobile phone outline. Encourage pupils to write a text to somebody who wants to know more about what Christians believe about the Holy Spirit.</p>
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<p>Knowledge Sentences</p> <p>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</p> <p>(To share with children when it is taught during the unit)</p>	<ol style="list-style-type: none"> I know that people mark important life events to celebrate, remember and show what matters to them. I know that baptism welcomes someone into the Church and shows they belong to God. I know that Jewish children become adults at Bar or Bat Mitzvah. I know that Hindus mark life events with special ceremonies and blessings. I know that people get married to show love, make promises and commit to each other. I know that wedding ceremonies show love, commitment and lifelong promises. 	<ol style="list-style-type: none"> I know that Jesus wanted a world where people love, forgive and care for others. I know that Christians try to tell others about Jesus and God's love. I know that an evangelist is someone who shares the good news about Jesus. I know that Jesus wants people to be kind, loving and forgiving. I know that the Good Samaritan teaches Christians to help anyone in need. I know that Jesus wanted a peaceful and loving world for everyone. 	<ol style="list-style-type: none"> I know that many Hindus believe ultimate reality is called Brahman. I know that believing Brahman is in everything means people should respect all life. I know that Hindu deities show different qualities and powers of God. I know that many Hindus believe deities are different forms of one God. I know that Ganesh teaches Hindus about wisdom, help and removing obstacles. I know that Hindus believe God is one but shown in many forms. 	<ol style="list-style-type: none"> I know that Holy Week tells the story of Jesus' last days, death and resurrection. I know that people felt sad and upset when Jesus died on Good Friday. I know that Christians believe Jesus died and rose again to save people. I know that the Easter story is important because it shows hope and new life. I know that Good Friday is important because Jesus died to save people. I know that Christians call it Good Friday because Jesus' death brings forgiveness and hope. 	<ol style="list-style-type: none"> I know that Hindu Dharma is the duty, rules and way of living for Hindus. I know that Hindus perform Puja to show respect, love and devotion to God. I know that dharma means doing the right thing, as King Yudhishtira shows by being fair and honest. I know that the Ramayana teaches Hindus to be good, brave and follow dharma. I know that Hindus celebrate Diwali with lights, gifts and prayers to show good triumphs over evil. I know that I can plan a Diwali celebration by sharing lights, food, stories and kindness with others. 	<ol style="list-style-type: none"> I know that Pentecost is when the Holy Spirit came to Jesus' followers. I know that the Bible says the Holy Spirit came as flames and helped the disciples speak about God. I know that artists show Pentecost with flames, wind and people being filled with the Holy Spirit. I know that the Holy Spirit helps Christians live in God's way and share His love. I know that the Holy Spirit gave the first Christians courage to tell others about Jesus. I know that the Trinity means one God in three persons: Father, Son and Holy Spirit.
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<p>What does this look like at Bramhope?</p>	<p>Key Vocabulary (To share with children and add to working walls/knowledge mats)</p>	<p>Significant Journey Baptism Commitment Marriage Bar Mitzvah Bat Mitzvah Ceremony Wedding Sacred Thread</p>	<p>Jesus Disciples Follower Clergy Galilee Vicar Parable Samaritan Gospel Evangelist</p>	<p>Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma</p>	<p>Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary</p>	<p>Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita</p>	<p>Pentecost Holy Spirit Disciples Lord's Prayer Baptised Tongues Acts Trinity Apostles</p>
	<p>Enrichment Activities (trips, residential, speakers, SMSC)</p>	<ul style="list-style-type: none"> - KS2 Christmas Visits to St. Giles' Church - Diversity Week speakers <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>					
	<p>Physical Resources (artefacts)</p>	<p>Action Plan – 25/26 – Ongoing</p> <ul style="list-style-type: none"> - Collecting resources - Putting them in one central location in 3M cupboard 					
	<p>Cross Curricular learning (Include opportunities for writing and quality texts)</p>	<ul style="list-style-type: none"> - PSHE - Diverse Texts - Celebration periods <p>Action Plan – 25/26 – Ongoing Further links with subject leaders and RS</p>					
	<p>Local Learning including outdoor learning</p>	<ul style="list-style-type: none"> - Links with local Church and Vicar <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>					
<p>Opportunities for cultural Diversity</p>	<ul style="list-style-type: none"> - Diversity week <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>						

