

KNOWLEDGE OVERVIEW GRID						
	Subject: RE			Year Group: 3		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do festivals and family life show what matters to Jewish people?	How do festivals and worships show what matters to a Muslim?	What is it like for someone to follow God?	What do Christians learn from the creation story?	What is the 'Trinity' and why is it important for Christians?	How and why do people try to make the world a better place?
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 build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>	<p>In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</p>	<p>In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.</p>	<p>This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.</p>	<p>In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is.</p>	<p>In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.</p>
<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>						
<p>Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.</p>	<ol style="list-style-type: none"> 1. What do many Jewish people do to mark Shabbat? 2. What does Shabbat look like in the UK today? 3. What do different Jewish people celebrate at Rosh Hashanah? 4. What happens at Yom Kippur? 5. What is the story of Passover? 6. Why do many Jews celebrate Passover every year? 	<ol style="list-style-type: none"> 1. How do festivals and family life show what matters to a Muslim? 2. What does the opening chapter of the Qur'an teach Muslims about God? 3. Why does prayer matter to Muslims? 4. Why is the mosque a special place for Muslims? 5. Why do Muslims celebrate at the end of Ramadan? 6. How do festivals and worship show what matters to a Muslim? 	<ol style="list-style-type: none"> 1. Which information about Bible stories can we get from different types of text? 2. What can we about Noah form reading the Biblical story? 3. What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? 4. What is the link between a Christian wedding ceremony and the idea of covenant? 5. Did Abram show he trusted God? 6. Is it always easy for Christians to try to follow God? 	<ol style="list-style-type: none"> 1. Where does Creation belong in the 'Big Story' of the Bible? 2. What kind of world do Christians believe in? What do we mean by good? 3. How have Christians interpreted looking after the world? 4. How do different Christians think about and look after the environment? 5. What do Christians mean by 'The Fall'? 6. What do many Christians learn from the stories of Creation and the Fall? 	<ol style="list-style-type: none"> 1. What is the Trinity? What happens in the biblical story of the baptism of Jesus? 2. How is the Trinity shown in the Biblical story of the baptism of Jesus? 3. Why is the biblical story of the baptism of Jesus important for many Christians? 4. What are the similarities and differences between infant baptism and believer's baptism? 5. What might affect a Christian's decisions about baptism? 6. What is the Trinity and why is it important for Christians? 	<ol style="list-style-type: none"> 1. How and why do people try to make the world a better place? What is wrong with the world? 2. How can the 'Golden Rule' help people to work out how to make the world a better place? 3. Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? 4. Who is inspired by Jesus' example of sacrifice? 5. How do Muslims try to make the world a better place? 6. How do non-religious people try to make the world a better place?

<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>Encourage pupils to sum up what they have learnt using some 'because, but so' sentences to describe how Jews celebrate Shabbat today.</p> <p>Pupils draw the image of a round challah bread. Inside it they write words to describe Rosh Hashanah. Underneath they write two similar and two diverse ways in which Jews mark Rosh Hashanah.</p> <p>Pupils to make paper boats to show things that they may want to say sorry for. Write on the boats anything they wish to apologise for.</p> <p>Ask the pupils to use a footprint template and draw the scene as they were preparing to leave. On each of the toes write the emotions the Children of Israel might feel as they were preparing to escape.</p>	<p>Send pupils to the tables and encourage them to come up with a list of situations in which a Muslim might need to trust Allah.</p> <p>Give pupils the text investigation sheet and encourage them to work through it, researching what the text means.</p> <p>Encourage pupils to draw the different positions that are used for prayer and note next to them what is happening.</p> <p>Encourage pupils to design their own Eid party invites which include information about the celebration and some of the things that will be happening at the party</p>	<p>Give pupils slips of paper and encourage them to write either some adjectives to describe Noah or some reflections on what they think he was like. Invite pupils to come to the front of the class and stick these on the paper. Discuss with pupils what they have learnt so far about what Noah was like.</p> <p>Pupils to create posters to share some ideas of how Christians might care for the world in response to the Noah story.</p> <p>Give pupils an artist's interpretation of the moment God tells Abram to leave everything and go to a new land, add a thought bubble to the image and encourage pupils to write in role as Abram to share his thoughts about what he was asked to do and the covenant that God made with him.</p>	<p>Pupils should put them in the order that many Christians see them happening in the Bible – the order of the 'Big Story' (finished order: God, Creation, Incarnation, Gospel, Salvation).</p> <p>Pupils should draw on their short discussions to contribute to a whole class discussion based on the initial question of 'what do we mean by 'good'?</p> <p>Pupils should produce a newspaper article for The Eden Times about The Fall (some may work in groups/pairs for this)</p>	<p>Encourage pupils to highlight and annotate unfamiliar words with their meanings. Talk as a class about the key events.</p> <p>Pupils to complete the artwork worksheets that focus on these questions.</p> <p>Give pupils A5 paper to create their images. When they have finished, give them a speech bubble and ask them to describe what they have drawn and why</p> <p>Give the pupils the quotes and encourage them to work in groups to set criteria (see slides) and sort them into groups.</p>	<p>Give pupils an outline of a world, encourage them to write some adjectives around the outside to describe it. Discuss which adjectives pupils chose that they would consider to be good and bad.</p> <p>Encourage pupils to take a version of the Golden Rule that they think would make a good positive change and create a poster to share it with others, explaining how if people followed this rule, then the world would change.</p> <p>Ask pupils to complete the reflection sheet, focusing on what Stormzy's motivation, message and thinking behind the song was.</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 many Jewish people rest, pray and share special meals on Shabbat. I know that Jewish families in the UK celebrate Shabbat at home and in synagogues. I know that Jewish people celebrate the Jewish New Year and think about their lives at Rosh Hashanah. I know that Jewish people fast, pray and say sorry to God at Yom Kippur. I know that Passover tells the story of how God freed the Jews from slavery in Egypt. I know that Jews celebrate Passover to remember their freedom and thank God. 	<ol style="list-style-type: none"> I know that festivals and family life show that worship, kindness and community matter to Muslims. I know that the first chapter of the Qur'an teaches that God is loving, kind and in control. I know that prayer matters because it helps Muslims feel close to God and follow his will. I know that a mosque is special because Muslims go there to pray and worship God. I know that Muslims celebrate Eid because they have fasted and thanked God during Ramadan. I know that festivals and worship show that loving God, praying and helping others matter to Muslims. 	<ol style="list-style-type: none"> I know that different Bible texts help us learn about God, people and how to live. I know that Noah trusted God and obeyed Him even when it was hard. I know that God made a promise to Noah, and Christians believe God keeps His promises. I know that a Christian wedding shows a promise of love and faithfulness. I know that Abram trusted God and followed Him even when it was difficult. I know that Christians find it hard sometimes to follow God's ways. 	<ol style="list-style-type: none"> I know that Creation is the beginning of the Bible's Big Story. I know that Christians believe God made a good and beautiful world. I know that Christians believe they should care for the world God made. I know that Christians try to look after the environment in different ways. I know that Christians believe the Fall is when people disobeyed God. I know that Christians learn to care for the world and try to obey God. 	<ol style="list-style-type: none"> I know that the Trinity means God the Father, Son and Holy Spirit, and Jesus was baptised in the River Jordan. I know that the Trinity is shown when Jesus is baptised, the Spirit comes like a dove and God speaks. I know that this story is important because it shows who Jesus is and begins his work. I know that both baptisms welcome people into the Church, but one is for babies and one for believers. I know that a Christian's family, church and beliefs affect decisions about baptism. I know that Christians believe in one God in three persons, and this is important to their faith. 	<ol style="list-style-type: none"> I know that people try to make the world better because there is unfairness, suffering and unkindness. I know that the Golden Rule teaches people to treat others as they want to be treated. I know that Jewish people try to repair the world by helping others and doing good deeds. I know that Christians are inspired by Jesus' sacrifice to love and help others. I know that Muslims try to make the world better by giving to charity and helping others. I know that non-religious people try to make the world better by being kind and helping others.
<p>Key Vocabulary</p> <p>(To share with children and add to working walls/knowledge mats)</p>	<p>Freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive Forgiveness</p>	<p>Prophet Muhammad Allah Fasting Tawhid Quran Salah Ramadan Sawm Eid</p>	<p>Prophets Abram Noah Wedding Old Testament Promise Abraham Covenant Righteous Christians</p>	<p>Creation Catholic Big Story Responsibility Abraham Covenant Righteous Christians</p>	<p>Trinity Holy Spirit Messiah John the Baptist Believer's Baptism Father Steward Interpret Genesis Fall Temptation</p>	<p>Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation Humanist Golden Rule</p>
<p>What does</p> <p>Enrichment Activities (trips, residential,)</p>	<ul style="list-style-type: none"> - KS2 Christmas Visits to St. Giles' Church - Diversity Week speakers - Reflection Week – Workshops with St. Giles Vicar 					

	speakers, SMSC)	Action Plan – 25/26 – Ongoing Further links with wider community
	Physical Resources (artefacts)	Action Plan – 25/26 – Ongoing <ul style="list-style-type: none"> - Collecting resources - Putting them in one central location in 3M cupboard
	Cross Curricular learning (Include opportunities for writing and quality texts)	<ul style="list-style-type: none"> - PSHE - Diverse Texts - Celebration periods Action Plan – 25/26 – Ongoing Further links with subject leaders and RS
	Local Learning including outdoor learning	<ul style="list-style-type: none"> - Links with local Church and Vicar Action Plan – 25/26 – Ongoing Further links with wider community
	Opportunities for cultural Diversity	<ul style="list-style-type: none"> - Diversity week - World Religion Week Action Plan – 25/26 – Ongoing Further links with wider community