

| KNOWLEDGE OVERVIEW GRID | | | | | | |
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| | Subject: RE | | | Year Group: 2 | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Who is a Muslim and how do they live? Part 1 | What makes some places special to believers? | Who is a Muslim and how do they live? Part 2 | Why does Easter matter to Christians? | What is the good news that Christians say that Jesus brings? Part 1 | What is the good news that Christians say that Jesus brings? Part 2 |
| Believing and Belonging Objectives Covered | Through studying Influence and Authority , pupils should learn that: <ul style="list-style-type: none">• There is evidence of the influence of religions/worldviews on our community all around us.• Religion does not influence everyone's life in the same way. | Through investigating the Nature of Religion and Belief , pupils should learn that: <ul style="list-style-type: none">• We are surrounded by distinctive things that are very important. Some of these are called 'precious', 'sacred' or 'holy'.• People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways. | Through investigating how Beliefs are Expressed , pupils should learn that: <ul style="list-style-type: none">• People often give words different meanings when they are trying to express their priorities.• Many people also use symbols to express these ideas.• We need to interpret these words and symbols to find their meaning. | Through exploring what is meant by a Personal Journey , pupils will learn that: <ul style="list-style-type: none">• Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life.• There are many stories about people's experiences and encounters that have made them change their lives. | Through investigating what is meant by a Good Life , pupils will learn that: <ul style="list-style-type: none">• Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life.• They also teach about specific actions that are right and wrong and about good and bad attitudes. | Through considering the Big Picture , pupils should learn that: <ul style="list-style-type: none">• Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.• Many of these stories are well-known as they have been handed down over generations. |
| Previous Knowledge -What have children learnt previously that will support this next step? | Through investigating the Nature of Religion and Belief , pupils should learn that: <ul style="list-style-type: none">• We are surrounded by distinctive things that are very important. Some of these are called 'precious', 'sacred' or 'holy'. Through investigating how Beliefs are Expressed , pupils should learn that: <ul style="list-style-type: none">• People often give words different meanings when they are trying to express their priorities.• Many people also use symbols to express these ideas. Through studying Influence and Authority , pupils should learn that: <ul style="list-style-type: none">• There is evidence of the influence of religions/worldviews on our community all around us. Through considering the Big Picture , pupils should learn that: <ul style="list-style-type: none">• Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life. Through investigating what is meant by a Good Life , pupils will learn that: <ul style="list-style-type: none">• Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life. Through exploring what is meant by a Personal Journey , pupils will learn that: <ul style="list-style-type: none">• Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. | | | | | |
| Misconceptions -What are the common misconceptions in knowledge for this unit? | | | | | | |

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| <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"> 1. What do Muslims think about God? 2. What do some of the Muslim 99 Beautiful Names for God mean? 3. What does the Shahadah say about Muslim beliefs? 4. Who was the Prophet Muhammad and why is he important to Muslims? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect? | <ol style="list-style-type: none"> 1. Which places are special to me? Where is a sacred place for a believer to go? 2. Which place of worship is sacred for Christians? 3. Which place of worship is sacred for Jewish people? 4. Which place of worship is sacred for Muslims? 5. How are places of worship similar and different? 6. Why are places of worship important to our community? | <ol style="list-style-type: none"> 1. Who was the Prophet Muhammad and why is he important to Muslims? 2. What difference does worshipping God make to Muslims? 3. What difference does worshipping God make to Muslims? 4. What difference does worshipping God make to Muslims? 5. What difference does worshipping God make to Muslims? 6. Who is Muslim and how do they live? | <ol style="list-style-type: none"> 1. What are the main events of the Bible story of Holy Week and Easter? 2. What are the six biggest moments in the story of Easter? 3. How do Christians feel about the main events of the Bible stories of Holy Week and Easter? 4. Why do Christians say 'Good Friday' for the day Jesus died? 5. What impact does the Easter story have on many Christians? 6. We will think again about the big idea that Christians remember at Easter - 'Jesus as Saviour' | <ol style="list-style-type: none"> 1. What did Jesus' good news mean for Matthew in the Bible story? 2. What might a Christian say was the good news that Jesus brought to Matthew? 3. What do many Christians believe is the good news that Jesus brings about forgiveness? 4. What do many Christians believe is the good news that Jesus brings about peace? 5. What might Christians do to follow the life of Jesus and bring 'good news' to people? 6. How might Christian prayer link to saying sorry and forgiveness? | <ol style="list-style-type: none"> 1. What can we say about peace as part of the good news Christians believe Jesus brings? 2. How can we show the good news that Christians believe Jesus brings? 3. What do Christians believe Jesus showed them about how to pray? 4. What are the important parts of prayer for many Christians? 5. What is the good news that Christians believe Jesus brings? 6. What do we know about the good news that Christians believe Jesus brings? |
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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> | <ul style="list-style-type: none"> Give pupils a heart template, encourage them to share the people and things that are the most important to them inside the heart. Bring the class back together and encourage pupils to share their completed heart templates with a friend. Give pupils a thought bubble and encourage them to write down the thoughts of a new Muslim saying the declaration of faith for the first time. Ask pupils to create their own pictures of Mount Hira using oil pastels and blending techniques. Remind pupils not to include pictures of people in their images. When pupils have finished creating their images, give them slips of paper to write down adjectives to describe the emotions of the Night of Power | <ul style="list-style-type: none"> Ask pupils to draw a picture of their special place and write about why it is special to them. Send pupils to table groups and ask them to work in small groups to record the similarities and differences that they notice between the different churches. Give pupils the cross section of the synagogue in the middle of their tables and key word mats, encourage them to draw a synagogue themselves, labelling the key areas and rooms that they would find there Give pupils a selection of the photos of the church service in the middle of their tables. Ask them to write a sentence to predict what is going on in each picture. Give pupils a large table with three columns headed 'church, mosque and synagogue.' Send pupils to tables in small groups to write down in each column what they know about those places of worship. | <ul style="list-style-type: none"> Give pupils a picture of the world and ask them to consider what the stories might teach Muslims today about caring for the world. Split pupils into five groups, give them a large pillar that is named, Shahadah (declaration of faith), Salat (prayer), Zakat (almsgiving), Sawm (fasting), Hajj (pilgrimage). Ask pupils to write inside each pillar what Muslims might do to worship Allah through this pillar. Give pupils a speech bubble and encourage them to write a big question to ask a believer about what they have learnt either in part one or part two of the unit. Keep these questions to the side and invite a believer in (on another day) to answer them. | <ul style="list-style-type: none"> Ask them to order the images in small groups and write captions to go with them. When pupils have finished ordering and recording the events, encourage groups to go to other tables and leave feedback on post it notes. Give pupils an empty comic strip of six boxes, ask them to map out the story, making sure that they add a sentence to describe each of the key events. Give pupils two empty crosses on a sheet of paper, encourage them to record the events from the story that are happy in one cross and sad in the other. Encourage pupils to draw and annotate their recordings. | <ul style="list-style-type: none"> Give pupils thought bubbles and ask them to write down Matthew's thoughts when Jesus chooses him to become one of his special friends, his disciples. Split pupils into small groups, give them large sheets of paper and ask them to write a list of adjectives to describe what these world changers might be like. Ask pupils to work together to draw cartoons of people who need forgiving. Then ask them to draw a speech bubble from each person, with the word 'Sorry' in it. From above, draw speech bubbles saying 'You are forgiven'. | <ul style="list-style-type: none"> Give pupils a planning sheet to plan out their own image based on either their own peaceful place or a place that a Christian might find peaceful. Pupils to choose five words to describe the peace that Christians believe that Jesus brings his followers. Pupils to share the message of peace that Jesus brings to Christians. Pupils to create responses to the good news from Jesus. |
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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 Muslims believe in one God called Allah. I know that the 99 Names describe what God is like, such as kind and forgiving. I know that the Shahadah says there is one God and Muhammad is God's messenger. I know that Muhammad was God's messenger and taught people how to live. I know that Muslims follow Muhammad's teachings because he brought God's message. I know that Muslims handle the Quran carefully and keep it in a special place. | <ol style="list-style-type: none"> I know that some places are special to people, and believers go to sacred places to pray and worship. I know that a church is a sacred place where Christians go to worship God. I know that a synagogue is a sacred place where Jewish people worship God. I know that a mosque is a sacred place where Muslims worship God. I know that places of worship are similar because people pray there, but they are different in how they look and are used. I know that places of worship are important because they bring people together and help them learn about their faith. | <ol style="list-style-type: none"> I know that Muhammad was God's messenger and Muslims follow his teachings. I know that worshipping God helps Muslims feel close to Allah and guides how they live. I know that worshipping God helps Muslims show love for Allah and follow His rules. I know that worshipping God helps Muslims make good choices and be kind to others. I know that worshipping God helps Muslims live their lives in a way God wants. I know that Muslims believe in Allah, follow the Quran, and try to live kindly. | <ol style="list-style-type: none"> I know that Holy Week and Easter tell the story of Jesus' last days, death and resurrection. I know that the biggest moments of Easter include Palm Sunday, the Last Supper, Jesus' arrest, trial, crucifixion and resurrection. I know that Christians feel sadness, hope and thankfulness about Jesus' death and resurrection. I know that Christians call it Good Friday because Jesus died to save people from their sins. I know that the Easter story helps Christians have hope, believe in Jesus and live in God's way. I know that Christians remember Jesus as their Saviour who showed God's love at Easter. | <ol style="list-style-type: none"> I know that Jesus' good news showed Matthew that God loves him and forgives him. I know that Christians say Jesus' good news brings God's love and forgiveness. I know that Christians believe Jesus' good news helps people say sorry and be forgiven. I know that Christians believe Jesus' good news teaches people to live peacefully and kindly. I know that Christians try to be kind, help others and share God's love. I know that Christians pray to say sorry, ask for forgiveness and make peace with God. | <ol style="list-style-type: none"> I know that Christians believe Jesus brings peace and teaches people to live kindly. I know that Christians show Jesus' good news by helping others and being kind. I know that Christians believe Jesus taught them to pray to God with love and honesty. I know that Christians thank God, ask for help, say sorry and pray for others. I know that Christians believe Jesus brings God's love, forgiveness and hope to everyone. I know that Christians believe Jesus' good news helps people live in God's way. |
| <p>Key Vocabulary</p> <p>(To share with children and add to working walls/knowledge mats)</p> | Shahadah Zakat Muslims Hajj Islam Sawm Salah Tawhid Ramadan Prophet | Worship Jewish Holy Christian Muslim Community Mosque Sacred Church Synagogue Place of Worship Shabbat | Allah Shahadah Zakat Muslims Hajj Islam Sawm Salah Tawhid Ramadan Prophet | God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious | Christians Jesus Matthew Fisherman Disciples Pease Forgiveness Apostles | Christians Jesus Matthew Fisherman Disciples Pease Forgiveness Apostles Prayer |

What does this look like at Bramhope?

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| Enrichment Activities (trips, residential, speakers, SMSC) | <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> |
| Physical Resources (artefacts) | <p>Action Plan – 25/26 – Ongoing</p> <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 <p>Action Plan – 25/26 – Ongoing Further links with subject leaders and RS</p> |
| Local Learning including outdoor learning | <ul style="list-style-type: none">- Links with local Church and Vicar <p>Action Plan – 25/26 – Ongoing Further links with wider community</p> |
| Opportunities for cultural Diversity | <ul style="list-style-type: none">- Diversity week <p>Action Plan – 25/26 – Ongoing Further links with wider community</p> |