

KNOWLEDGE OVERVIEW GRID						
	Subject: RE			Year Group: 5		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What does it mean if Christians believe if God is loving and holy?	What matters most to Humanists and Christians?	Why is the Torah so important for Jewish people?	How can following God bring freedom and justice?	What does it mean to be a Muslim in Britain today?	Creation and science; conflicting or complementary?
<b>Believing and Belonging Objectives Covered</b>	<p>Through investigating the <b>Nature of Religion and Belief</b>, pupils should learn that:</p> <ul style="list-style-type: none"> <li>• The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity.</li> <li>• Within each there is diversity in beliefs and practices.</li> <li>• There are reasons why some aspects have stayed the same and others have changed.</li> </ul> <p>Through investigating <b>How Beliefs are Expressed</b>, pupils should learn that:</p> <ul style="list-style-type: none"> <li>• People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.</li> <li>• These creative forms of expression also play important roles in most religions and cultures.</li> </ul> <p>Through investigating what is meant by a <b>Good Life</b>, pupils will learn that:</p> <ul style="list-style-type: none"> <li>• Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives.</li> <li>• Religions/worldviews provide guidance for their followers on how to live a good life.</li> <li>• There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong.</li> </ul> <p>Through exploring what is meant by a <b>Personal Journey</b>, pupils will learn that:</p> <ul style="list-style-type: none"> <li>• Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above</li> <li>• They may see these as beyond or within the material world and may claim they have given new insights into life.</li> </ul> <p>Through studying <b>Influence and Authority</b>, pupils should learn that:</p> <ul style="list-style-type: none"> <li>• Communities worldwide are shaped by traditional beliefs from religions/worldviews.</li> <li>• Some are influenced by a single source and others by many.</li> <li>• In some communities, the influence of a religion/worldview is largely limited to its followers.</li> </ul> <p>Through considering the <b>Big Picture</b>, pupils should learn that:</p> <ul style="list-style-type: none"> <li>• People tell different stories to communicate important teachings and these stories often form part of longer narratives.</li> <li>• Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.</li> </ul>					

<p><b>Previous Knowledge</b>  <b>-What have children learnt previously that will support this next step?</b></p>	<p>In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving.</p>	<p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.</p>	<p>In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p>	<p>In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.</p>	<p>In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p>	<p>In this unit, pupils will build on what they have previously learnt about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says.</p>
<p><b>Misconceptions</b>  <b>-What are the common misconceptions in knowledge for this unit?</b></p>						
<p><b>Learning Sequence</b>  <b>-Detail the learning sequence using key questions in an ordered sequence.</b>  <b>-The questions should have a sequential build up to answer the overall learning challenge.</b></p>	<ol style="list-style-type: none"> <li>What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?</li> <li>What does the Bible say God is like?</li> <li>How can ideas of God be expressed in art?</li> <li>How do some Christians respond to a holy and loving God?</li> <li>How do churches and cathedrals reflect Christian ideas about God?</li> <li>What does it mean if Christians believe God is holy and loving?</li> </ol>	<ol style="list-style-type: none"> <li>What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?</li> <li>Who is a Humanist? What codes for living do non-religious people use?</li> <li>Who is a Humanist? What codes for living do non-religious people use?</li> <li>What values matter most to Christians? How does it show? How can our different values be discussed?</li> <li>How do Humanists and Christians know how to act? What do they base their decisions on?</li> <li>What matters most to Humanists and to Christians?</li> </ol>	<ol style="list-style-type: none"> <li>What do Jewish people look like, and where do we find Jewish people in the UK?</li> <li>What is the Torah? What is a Sefer Torah?</li> <li>Why are there different types of synagogue in the UK?</li> <li>How does the Torah influence what Jewish people might eat?</li> <li>How are Jewish people adapting festivals in the UK?</li> <li>Why is the Torah important to Jewish people?</li> </ol>	<ol style="list-style-type: none"> <li>What can we learn about the story of the Exodus in the Bible?</li> <li>Where do we think the Exodus story shows Moses' trust in God?</li> <li>How might the Exodus story help Christians when life gets tough?</li> <li>What do we think about the importance of the Ten Commandments?</li> <li>How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world?</li> <li>What can we say about the Exodus story, its themes and its importance for Christians today?</li> </ol>	<ol style="list-style-type: none"> <li>How many Muslims and how many mosques are there in Britain?</li> <li>How might the five pillars affect the lives of Muslims in Britain today?</li> <li>Why is Zakah/charity important to Muslims? How is charity important to you?</li> <li>Why do Muslims go on pilgrimage?</li> <li>Why do Muslims go on pilgrimage?</li> <li>What does it mean to be a Muslim in Britain today?</li> </ol>	<ol style="list-style-type: none"> <li>What can we find out about the creation story in Genesis 1?</li> <li>What might many Christians see as important in Genesis 1?</li> <li>What relationships do scientists have with religious worldviews?</li> <li>How and why do some Christians see both science and religion as important?</li> <li>What are some different Christian views about the relationship between science and religion?</li> <li>Science and religion: conflicting or complementary?</li> </ol>

<b>Knowledge Showcase</b> <b>-What will children know and be able to do by the end of the unit?</b> <b>-What will the children produce to demonstrate this knowledge?</b>	Ask pupils to list some words they would use to describe the idea of 'god'. This does not require them to believe in God, but when they hear the word 'god', what words come to mind.  Give pupils A5 paper and encourage them to create their own artwork to express the meaning for Christians of the Bible passage that they have chosen. Pupils may wish to create an abstract image, a traditional image or even a stained-glass window design.  Give pupils in pairs or threes the lyrics to one or more of the songs. Ask them to read them and look for ways in which they show the idea that God is holy, loving, omnipotent, eternal, etc.	Give pupils an outline of a pair of glasses and write in some of the things that make a difference to your worldview.  Give pupils a copy of the Two Wolves story from the Understanding Humanism website* What does the story tell us about a Humanist shared understanding of good and bad? Ask pupils about the last statement in the story  Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruit as well. Write onto the fruit the words that they choose to represent good actions.  Give pupils a picture scenario from earlier in the lesson and two speech bubbles. Encourage them to use their knowledge of the fruits of the spirit	Ask pupils summarise their learning; write five key facts about Jews in the UK today and annotate the national census data and compare to their own local area.  Ask pupils to draw a Torah scroll and explain all the ways in which there are symbols that show its significance. Can they explain why for each? Why is the Torah dressed? Why is a yad used?  Ask pupils to construct a Venn diagram with Orthodox synagogue on one side and Progressive on the other.  Ask pupils to either create a menu for a buffet where Jews who keep Kosher will be attending or create a factsheet for a café who would like to serve food to Jewish people who follow kosher food rules or create a leaflet for a library explaining Kashrut	Give pupils sections of the Exodus story and read as a class. Encourage pupils to highlight and annotate any new vocabulary with its meaning.  Give pupils half a sheet of A3 paper. Ask pupils to draw a pathway from top to bottom of the strip of paper. Show pupils how to map out the story using notes, pictures and Bible references.  Ask pupils to choose one scenario and write a paragraph about how God's words to Moses might be helpful for a Christian in that situation today.	Ask pupils to imagine that the world was a village of 100 people; how many would belong to each religion, and how many non-religious people would there be? Draw up a table to allow them to make their predictions.  Have a large outline of the world at the front of the classroom. Give pupils sticky notes and ask them to record their thoughts linked to the following question: if everyone followed this teaching from the hadith, what would the world be like?  Task pupils in one half with writing an opening statement to be read out at the start of the debate for 'The first three commandments are the most important for Christians to keep.' and the other half with writing an opening statement against it.	Give pupils a copy of the txt of Genesis 1. Work through the text as a class, unpicking key vocabulary and phrasing.  Carefully discuss which quotes they might use, linked to the list that the class has just made earlier and if appropriate, encourage them to use biblical referencing. Give pupils the art planning sheet to plan their images before creating them.  Put pupils into groups and give each group 5 minutes to devise a short role play showing the timeline of the Big Bang through to the universe today	Ask pupils to classify the questions in the email to show those that Harry might answer by looking at scientific theories, and those that he might answer by looking at the text in Genesis.  Invite pupils to hold a debate based on the statement 'Science and Genesis are not opposites' using the notes that they wrote in last week's lesson.
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<p><b>Knowledge Sentences</b></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"> <li>I know that Christians connect words like loving, holy, caring and powerful to God.</li> <li>I know that the Bible says God is loving, just, holy and always with His people.</li> <li>I know that people show ideas of God in art through symbols, pictures, buildings and music.</li> <li>I know that Christians respond by praying, worshipping, helping others and living in God's way.</li> <li>I know that churches and cathedrals show God's holiness, beauty and greatness through their design and art.</li> <li>I know that Christians believe God is perfect, kind, and deserves love and respect.</li> </ol>	<ol style="list-style-type: none"> <li>I know that Humanists and Christians value kindness, fairness and following rules.</li> <li>I know that Humanists are non-religious people who follow codes like fairness, respect and honesty.</li> <li>I know that Humanists use ideas about right and wrong to guide their choices and behaviour.</li> <li>I know that Christians value love, forgiveness and helping others, and they show this in their actions.</li> <li>I know that Humanists use reason and experience, and Christians use God's teachings and the Bible.</li> <li>I know that both Humanists and Christians try to live good lives and care for others.</li> </ol>	<ol style="list-style-type: none"> <li>I know that Jewish people are diverse, and many live in towns and cities across the UK.</li> <li>I know that the Torah is the Jewish holy book, and a Sefer Torah is a scroll used in synagogue.</li> <li>I know that synagogues are different because Jewish communities follow different traditions and practices.</li> <li>I know that the Torah gives rules about kosher food that many Jewish people follow.</li> <li>I know that Jewish people celebrate festivals in ways that fit modern life in the UK.</li> <li>I know that the Torah guides Jewish life, beliefs, worship and daily choices.</li> </ol>	<ol style="list-style-type: none"> <li>I know that the Exodus tells how God rescued the Israelites from slavery in Egypt.</li> <li>I know that Moses trusted God when he led the Israelites through the desert.</li> <li>I know that Christians learn to trust God and have hope when life is hard.</li> <li>I know that the Ten Commandments teach people how to live well and obey God.</li> <li>I know that Christians help others, fight injustice and care for the vulnerable today.</li> <li>I know that the Exodus story shows God's power, care and the importance of freedom for Christians.</li> </ol>	<ol style="list-style-type: none"> <li>I know that millions of Muslims live in Britain and there are many mosques.</li> <li>I know that the Five Pillars guide Muslims to pray, give, fast, believe and go on Hajj.</li> <li>I know that Zakah teaches Muslims to give to those in need and show kindness.</li> <li>I know that Muslims go on pilgrimage to Mecca to show faith, obedience and devotion.</li> <li>I know that pilgrimage helps Muslims feel closer to God and follow His teachings.</li> <li>I know that being a Muslim in Britain means following Islam while living in a modern society.</li> </ol>	<ol style="list-style-type: none"> <li>I know that Genesis 1 tells how God created the world in six days.</li> <li>I know that Christians see God as powerful, creative and caring in Genesis 1.</li> <li>I know that scientists and religious people sometimes agree, sometimes disagree about the world.</li> <li>I know that some Christians believe science explains how the world works, and religion explains why.</li> <li>I know that some Christians think science and religion agree, and some think they conflict.</li> <li>I know that science and religion can conflict or complement each other depending on beliefs.</li> </ol>
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<b>What does this look like at Bramhope?</b>	<b>Key Vocabulary</b> (To share with children and add to working walls/knowledge mats)	Holy Omnipresent Omniscient Believer Eternal Loving Omnipotent Isaiah John Testament	Humanist Non-religious Belief Moral Golden Rule Humanism Worldview Christian Values Authority	Torah Sefer Torah Orthodox Secular Pesach Synagogue Kohser Progressive Kashrut	People of God Children of Israel Freedom Justice Moses Exodus Slavery Egypt Pharoah Rescue	Muslim Ibadah Submission Ramadan Shahadah Salah Sawm Zakah Hajj Pilgrimage	Science Genesis Big Bang Theory Complementary Creation Literal Creator Conflicting Interpretation Theory
	<b>Enrichment Activities</b> (trips, residential, speakers, SMSC)	<ul style="list-style-type: none"> <li>- KS2 Christmas Visits to St. Giles' Church</li> <li>- Diversity Week speakers</li> </ul> <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>					
	<b>Physical Resources</b> (artefacts)	<p>Action Plan – 25/26 – Ongoing</p> <ul style="list-style-type: none"> <li>- Collecting resources</li> <li>- Putting them in one central location in 3M cupboard</li> </ul>					
	<b>Cross Curricular learning</b> (Include opportunities for writing and quality texts)	<ul style="list-style-type: none"> <li>- PSHE</li> <li>- Diverse Texts</li> <li>- Celebration periods</li> </ul> <p>Action Plan – 25/26 – Ongoing Further links with subject leaders and RS</p>					
	<b>Local Learning including outdoor learning</b>	<ul style="list-style-type: none"> <li>- Links with local Church and Vicar</li> </ul> <p>Action Plan – 25/26 – Ongoing</p> <ul style="list-style-type: none"> <li>- Further links with wider community</li> </ul>					
	<b>Opportunities for cultural Diversity</b>	<ul style="list-style-type: none"> <li>- Diversity week</li> </ul> <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>					

