

KNOWLEDGE OVERVIEW GRID						
	Subject: RE			Year Group: 1		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What does it mean to belong to a faith community?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	Who do Christians say made the world?	How should we care for others and the world and why does it matter?	What do Christians believe God is like?
<b>Believing and Belonging Objectives Covered</b>	Through investigating the <b>Nature of Religion and Belief</b> , pupils should learn that: <ul style="list-style-type: none"> <li>• We are surrounded by distinctive things that are very important. Some of these are called ‘precious’, 'sacred' or 'holy'.</li> </ul>	Through investigating <b>how Beliefs are Expressed</b> , pupils should learn that: <ul style="list-style-type: none"> <li>• People often give words different meanings when they are trying to express their priorities.</li> <li>• Many people also use symbols to express these ideas.</li> </ul>	Through studying <b>Influence and Authority</b> , pupils should learn that: <ul style="list-style-type: none"> <li>• There is evidence of the influence of religions/worldviews on our community all around us.</li> </ul>	Through considering the <b>Big Picture</b> , pupils should learn that: <ul style="list-style-type: none"> <li>• Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.</li> </ul>	Through investigating what is meant by a <b>Good Life</b> , pupils will learn that: <ul style="list-style-type: none"> <li>• Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life.</li> </ul>	Through exploring what is meant by a <b>Personal Journey</b> , pupils will learn that: <ul style="list-style-type: none"> <li>• Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life.</li> </ul>
<b>Previous Knowledge</b> -What have children learnt previously that will support this next step? - Taken from <b>Development Matters</b>	<b><u>Personal, Social and Emotional Development</u></b> Develop their sense of responsibility and membership of a community. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. <b><u>Understanding the World</u></b> Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.					
<b>Misconceptions</b> -What are the common misconceptions in knowledge for this unit?						

<p><b>Learning Sequence</b></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"> <li>1. What does it mean to belong to a community?</li> <li>2. How do Christians and Muslims show that they belong?</li> <li>3. How do Christians, Muslims and Jewish people show that they belong?</li> <li>4. What do worldviews say about how valuable people are?</li> <li>5. How do Muslims and Christians welcome a new baby?</li> <li>6. How do people show that they belong to each other?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who was Jesus?</li> <li>2. What happened in the story of the birth of Jesus?</li> <li>3. Was Jesus born where people would have expected?</li> <li>4. Why is waiting and preparing for Christmas important for many Christians?</li> <li>5. What do some people like to say thank you for at Christmas?</li> <li>6. How do people use the story of the nativity to guide their beliefs at Christmas?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is precious to Jewish people? What does a mezuzah remind Jewish people about?</li> <li>2. What is precious to Jewish people? What does a mezuzah remind Jewish people about?</li> <li>3. How and why do Jewish people celebrate Shabbat?</li> <li>4. What stories do Jewish people tell from the Torah?</li> <li>5. What might the story of Chanukah* make Jewish people think about?</li> <li>6. Who is Jewish and how do they live?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who do Christians say made the world?</li> <li>2. What happens in Genesis?</li> <li>3. Why do Christians look after the world?</li> <li>4. What happens at Harvest and why?</li> <li>5. How do artists show the Creation?</li> <li>6. Who do Christians say made the world?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do Christian, Jewish and non-religious people believe about caring for people?</li> <li>2. What do Christian, Jewish and non-religious people believe about caring for people?</li> <li>3. What do Jewish people believe about caring for people?</li> <li>4. What do Jewish people believe about caring for people?</li> <li>5. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</li> <li>6. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</li> </ol>	<ol style="list-style-type: none"> <li>1. How should we care for others and the world and why does it matter?</li> <li>2. What do Christian people believe about caring for people?</li> <li>3. How do some religious and non-religious people show that they care for people?</li> <li>4. What do Christians believe about the beginning of the world and how do they think people should treat the world?</li> <li>5. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</li> <li>6. How should we care for others and the world and why does it matter?</li> </ol>
<p><b>Knowledge Showcase</b></p> <p>-What will children know and be able to do by the end of the unit?</p> <p>-What will the children produce to demonstrate this knowledge?</p>	<p>Teachers could teach this content through:</p> <ul style="list-style-type: none"> <li>• How people show they belong to a community, including using symbols and objects e.g. candles, prayer mats, murtis.</li> <li>• Examples of what happens in different places of worship, including different denominations within Christianity.</li> </ul>	<p>Teachers could teach this content through:</p> <ul style="list-style-type: none"> <li>• How people welcome a baby by giving meaningful gifts.</li> <li>• How Christians, Muslims, Sikhs and Humanists welcome a baby by using special words and symbolic actions.</li> <li>• How the choice of names for a baby can be important and meaningful for some people.</li> </ul>	<p>Teachers could teach this content through:</p> <ul style="list-style-type: none"> <li>• Examples of celebrations and traditions that can be both religious and cultural e.g Hannukah, Eid, Christmas.</li> <li>• Why people celebrate festivals in different ways – including religious and non-religious.</li> </ul>	<p>Teachers could teach this content through:</p> <ul style="list-style-type: none"> <li>• Books and stories that are important or holy for some religions/worldviews.</li> <li>• Stories that help people to make moral choices.</li> <li>• Stories and teachings of religious leaders such as Abraham, Moses, Jesus, Guru Nanak.</li> </ul>	<p>Teachers could teach this content through:</p> <p>Examples of rules followed by different religions/worldviews.</p> <ul style="list-style-type: none"> <li>• Moral stories and parables used by religions/worldviews to help people make choices.</li> <li>• Examples of the way different religions/worldviews care for others.</li> </ul>	<p>Teachers could teach this content through:</p> <p>Examples of how prayer helps some people make sense of life’s experiences</p> <ul style="list-style-type: none"> <li>• Why prayer is an important part of daily life for some people</li> <li>• How people make decisions about how to live their lives e.g. caring for the environment.</li> </ul>

<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>1. I know that belonging to a community means being part of a group that shares common values and supports each other.</li><li>2. I know that Christians and Muslims show they belong by practicing their faith and taking part in religious activities.</li><li>3. I know that Christians, Muslims, and Jews show they belong by following religious customs and participating in rituals.</li><li>4. I know that worldviews teach that all people are valuable and should be treated with respect.</li><li>5. I know that Muslims and Christians welcome a new baby with special ceremonies that introduce the baby to their faith.</li><li>6. I know that people show they belong to each other by supporting one another and sharing traditions.</li></ol>	<ol style="list-style-type: none"><li>1. I know that Jesus was a religious leader whose teachings form the basis of Christianity.</li><li>2. I know that the story of Jesus' birth includes his birth in a stable, the visit of the shepherds and wise men, and the angel's message.</li><li>3. I know that Jesus was born in Bethlehem, which was not the place most people expected for a king to be born.</li><li>4. I know that waiting and preparing for Christmas is important for many Christians to reflect on the birth of Jesus and the meaning of the holiday.</li><li>5. I know that many people like to say thank you for the gift of Jesus, love, and the blessings they have at Christmas.</li><li>6. I know that people use the nativity story to reflect on the values of hope, peace, and love at Christmas.</li></ol>	<ol style="list-style-type: none"><li>1. I know that God and the Torah are precious to Jewish people, and a mezuzah reminds them to love God and follow God's rules.</li><li>2. I know that a mezuzah is special because it contains words from the Torah and reminds Jewish people that God is with them.</li><li>3. I know that Jewish people celebrate Shabbat by resting, praying and sharing meals to thank God and remember creation.</li><li>4. I know that Jewish people tell stories from the Torah to learn about God, the world and how to live well.</li><li>5. I know that the story of Chanukah reminds Jewish people to be brave, trust God and keep their faith.</li><li>6. I know that Jewish people believe in one God and follow the Torah to guide how they live.</li></ol>	<ol style="list-style-type: none"><li>1. I know that Christians believe God made the world.</li><li>2. I know that Genesis tells the story of how God created the world.</li><li>3. I know that Christians look after the world because they believe God made it and cares for it.</li><li>4. I know that at Harvest, Christians say thank you to God for food and the world.</li><li>5. I know that artists show the Creation by painting or drawing how God made the world.</li><li>6. I know that Christians believe God made the world.</li></ol>	<ol style="list-style-type: none"><li>1. I know that Christian, Jewish and non-religious people believe it is important to care for others.</li><li>2. I know that people from different beliefs try to be kind and help others.</li><li>3. I know that Christians believe they should be kind and care for others.</li><li>4. I know that Jewish people believe helping others is part of their faith.</li><li>5. I know that Christians and Jewish people believe God made the world and people should care for it.</li><li>6. I know that Christians and Jewish people believe the world is God's creation and should be looked after.</li></ol>	<ol style="list-style-type: none"><li>7. I know that we should be kind to others and look after the world because it is important</li><li>8. I know that Christians believe they should love and care for other people.</li><li>9. I know that people show they care by being kind, helping others and sharing.</li><li>10. I know that Christians believe God made the world and want people to look after it.</li><li>11. I know that Christians and Jewish people believe God made the world and people should care for it.</li><li>12. I know that we should care for others and the world because it helps everyone live well.</li></ol>
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<b>Key Vocabulary</b> (To share with children and add to working walls/knowledge mats)		Community Muhammad God Allah Faith Wedding Christening Baptism Aqiqah Parable	Incarnation Jesus Mary Joseph Shepherds Advent Scular Religious Birth Celebration	Synaguge Torah Jewish Mezuzah Shabbat Shema God Chanukah Dredel Star of David	Creation  World  Belief  Thank  Harvest  God  Believe  Bible  Genesis  Praise	Community  World  Psalm  Stewardship  Love  Genesis  Religious  Non-religious  Christian  Jews	Forgiving  Prodigal  Worship  Nineveh  Loving  Father  Parable  Jonah  God  Holy
What does this look like at Bramhope?	Enrichment Activities (trips, residentials, 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</p> <p>Further links with wider community</p>					
	Physical Resources (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>					
	Cross Curricular learning (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</p> <p>Further links with subject leaders and RS</p>					
	Local Learning including outdoor learning	<ul style="list-style-type: none"><li>- Links with local Church and Vicar</li></ul> <p>Action Plan – 25/26 – Ongoing</p> <p>Further links with wider community</p>					
	Opportunities for cultural Diversity	<ul style="list-style-type: none"><li>- Diversity week</li></ul> <p>Action Plan – 25/26 – Ongoing</p> <p>Further links with wider community</p>					