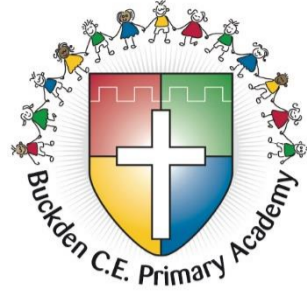




In the eyes of God, every child matters, every moment of every day



BUCKDEN CE PRIMARY ACADEMY RELIGIOUS EDUCATION CURRICULUM

Term	SDG	National Curriculum Knowledge	Key Texts & Skills	Learning Intentions
Autumn 1	 Quality Education:  Good health and wellbeing	God/Creation Unit F1 Why is the word 'God' so important to Christians? EYFS encounter with another religion - A Muslim whispering Allah in a baby's ear	Visitors in to discuss their special times and events. Visits to church	Children will know that: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe.
		<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months 		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
		Who is God? What is Christianity? What does x mean?	God • Bible • Jesus • Christian • church • believe • create • VIP • invisible • treasure	Children can explain who God is and why he is important to Christians
Autumn 2 -	 Reduced inequalities	Incarnation Unit F2 Why do Christians perform nativity plays at Christmas? EYFS encounter with another religion - A Muslim story: Muhammad and the Ants	Visitors in to discuss their special times and events. Visits to church Perform a nativity play	Children will know that: <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus.
		<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Shows interest in different occupations and ways of life 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 30-50 months 		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
		Who is that? (images/models of nativity) Why are they doing that? What do Christians do at Christmas? What celebrations do you know about?	Jesus • God • nativity • celebrate • Bible • Christian • church • Christmas • believe • followers	<ul style="list-style-type: none"> I can tell part of the nativity story I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon I can talk about a person who is important or special to me I can recognise something a family is doing at Christmas because they are Christians

Term	SDG	National Curriculum Knowledge	Key Texts & Skills	Learning Intentions
Spring 1	 No Poverty	Salvation How can we help others when they need it? EYFS encounter with another religion - A Sikh story: Har Gobind and the 52 Princes	Visitors in to discuss their special times and events. •Visits to church	•Jesus' name means 'He saves' •Christians remember Jesus' last week at Easter. •Christians believe Jesus came to show God's love. •Christians try to show love to others.
		<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Shows interest in different occupations and ways of life 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 30-50 months 		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
			God • Jesus • help • rescue / save • pray / prayer • cathedral • Lent • parable • hero • need	<ul style="list-style-type: none"> I can talk about things that happened when I needed help, or how I helped someone I can talk about something interesting in a story where someone needed help I can remember how the traveller in the Good Samaritan story was saved or rescued I can recognise some images of a Christian praying and identify this as part of their religion
Spring 2 -	 Peace and justice and strong institutions	Salvation Why do Christians put a cross in an Easter garden? EYFS encounter with another religion - A Buddhist story: The Monkey King	Visitors in to discuss their special times and events. •Visits to church Make Easter gardens, make crosses. Spot the crosses in church, make hot cross buns	•Jesus' name means 'He saves' •Christians remember Jesus' last week at Easter. •Christians believe Jesus came to show God's love. Christians try to show love to others.
		<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 30-50 months Enjoys joining in with family customs and routines. 40-60 months 		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
			God • Jesus • help • rescue / save • Easter • bridge • cross • hosanna (save us) • forgive • symbol	<ul style="list-style-type: none"> I can remember something that happens in the Christian story of Easter I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross I can talk about things that happen to me e.g. going somewhere special with my family I can talk about what is important or special to me e.g. a favourite story, food or a souvenir

Term	SDG	National Curriculum Knowledge	Key Texts & Skills	Learning Intentions
Summer 1	  Life on land/ Climate action/ Responsible consumption and production	INCARNATION 2 What makes every single person unique and precious? EYFS encounter with another religion - Hindus celebrating at Raksha Bandhan	Visitors in to discuss their special times and events. Visits to church	Children will know that: <ul style="list-style-type: none"> Christians believe Jesus came to show that all people are precious and special to God.
		<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 30-50 months Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Shows interest in different occupations and ways of life 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 30-50 months Enjoys joining in with family customs and routines. 40-60 months Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
			Jesus, God, precious, unique, Bible, Christian, Church, welcome, believe, thanksgiving	<ul style="list-style-type: none"> I can remember something that happens in the story of Jesus welcoming the children I can recognise why a 'thank you' song to God is important to a Christian I can talk about something that happens to me now that didn't happen when I was little I can talk about what I think is special (or unique) about me
Summer 2 -	 Sustainable cities and communities	CREATION 2 How can we care for our wonderful world? EYFS encounter with another religion - Tu be Shevat: the Jewish 'Birthday of Trees'	Visitors in to discuss their special times and events. Visits to church	Children will know that: <ul style="list-style-type: none"> Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.
		<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 30-50 months Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Shows interest in different occupations and ways of life 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 30-50 months Enjoys joining in with family customs and routines. 40-60 months Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG		
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
			awesome • precious • treasure • creation/ creator / create • design • responsible • caretaker • God • special / holy • wonder/ wonderful	<ul style="list-style-type: none"> I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the world I can talk about when I have looked after or cared for someone or something myself I can talk about what I think is special or wonderful in the natural world

Year 1

Term	SDG	National Curriculum Knowledge	Key Texts & Skills	Learning Intentions
Autumn 1 - How has Education Changed in Buckden?	 <p>4 QUALITY EDUCATION Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	God: Unit 1:1 What do Christians believe God is like?	<ul style="list-style-type: none"> • Re-enact one of the stories studied. 	PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.
		Blooms Questioning / Metacognition Where do Christians find out about God? What do Christians believe God is? Why do Christians worship God?	Vocabulary The Lost Son, forgiving, Christians, loving, worship, parable, hidden meaning.	Age Related Expectation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
Autumn 2 - Why are Roads Important to Buckden?	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Industry, Innovation and Infrastructure: Build infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	National Curriculum Knowledge <ul style="list-style-type: none"> • Why is learning to do good deeds so important to Jewish people? 	Key texts and skills Introduce a Jewish child e.g. Zoe and Use her to learn about Mitzvah. Practise saying and spelling M-I-T-Z-V-A-H. Think of good deeds. Turn the photocopy box into a giant Tzedakah box for Zoe. Create the Hebrew letters for Tzedakah to go on the outside	Learning intentions Mitzvah is the Jewish word for good deed or action. It is something God asks all Jews to do. Jews believe it's a mitzvah (good deed) to: <ul style="list-style-type: none"> • HELP others in need. • WELCOME others. • GIVE money to help other people • CARE for the world. Mitzvahs make a Jewish person feel like they belong.
		Blooms Questioning / Metacognition What is a good deed? What different mitzvot (good deeds) could a Jewish child do?	Vocabulary Jewish- Some families are Jewish. Jewish people believe in God and follow a book called the Torah. Mitzvah- The Jewish word for a good deed. Tikkun Olam- Healing the world. Tzedakah box- For giving money to help other people.	Age Related Expectation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> • Remember something about the story of Ruth. • Describe how Jewish people welcome babies into their community. • Give an example of how a Jewish people might care for their world.


Spring 1 - Can you Sail to the Sea From Here?	Term SDG   Life Below Water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development & to take urgent action to combat climate change and its impacts	National Curriculum Knowledge Creation Unit 1:2- Who made the world?	Key Texts & Skills See Understanding Christianity planning Creation Unit 1:2- Who made the world?	Learning Intentions PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.
	Blooms Questioning / Metacognition Who made the world? What did God create? Why should we take care of our world?	Vocabulary Creation, Genesis , Bible, Christians, God, universe. unique relationship, Creator and Sustainer.	Age Related Expectation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.	
	Spring 2 - What was it Like Before Buckden Towers?	Term SDG  Sustainable Cities and Communities : Make human cities and human settlements inclusive safe, resilient and sustainable	National Curriculum Knowledge/Understanding Salvation: Unit 1:5 Why does Easter matter to Christians?	Key texts and skills Role play the Easter story. Build a garden tomb.
Blooms Questioning / Metacognition What do Christians believe happened at Easter to Jesus? Why is Easter important to Christians?		Vocabulary resurrection, worship, heaven, gospel, disciples. Palm Sunday, Jerusalem, Mount of Olives, crucifixion, tomb, Mary Magdalene, Good Friday, Easter Sunday	Age Related Expectation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas	
Term		SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills

Term	SDG	National Curriculum Knowledge	Key Texts & Skills	Learning Intentions
Summer 1 - Where Does Our Food Come From?	 <p>2 ZERO HUNGER End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p>	<p>Gospel: Unit 1:4 What is the good news Jesus brings?</p>	<p>Explore how Jesus' teaching help those in Poverty today.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>
		<p>Blooms Questioning / Metacognition</p> <p>How do Christians believe Jesus brought good news to all? How does Jesus' teachings influence the life's of Christians?</p>		
Summer 2 - How can we learn from the past, how to stop wasting food?	  <p>7 AFFORDABLE AND CLEAN ENERGY 12 RESPONSIBLE CONSUMPTION AND PRODUCTION Responsible consumption and production /Affordable and sustainable energy : Ensure access to affordable, reliable, sustainable and clean energy for all/ Ensure sustainable consumption and production patterns</p>	<p>Judaism Creation / blessings Why do Jewish families say so many prayers and blessings?</p>	<p>Emmanuel Project planning Judaism Creation / blessings Why do Jewish families say so many prayers and blessings?</p>	<p>Pupils will know that Jewish people:</p> <ul style="list-style-type: none"> Say prayers and blessings to God because it reminds them how great God is. Say thank you to God for all he provides. Have a day of rest each week called Shabbat. Pray at both home and the synagogue. <p>Sometimes wear special clothes.</p>
		<p>Blooms Questioning / Metacognition</p>		

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
<p>Autumn 1</p> <p>Creation Unit 1:2 Who made the world?</p>	<p>Respect and Tolerance To respect the Creation story, Genesis 1:1 - 2:3</p> <p>Respect the Christian believes about Creation.</p>	<p>Discussions of living in an amazing world.</p>	<p>Recognising how many days God took to create the world and the sequence of events.</p>
<p>Autumn 2</p> <p>Why is learning to do good deeds important to Jewish people.</p>	<p>Respect and Tolerance Respect and value the Jewish Faith, traditions and believes.</p>	<p>How Jewish people care for their world.</p> <p>Watching a video to introduce was of worship within the Jewish curriculum.</p> <p>Read a book about Judaism.</p> <p>Virtual tour of a Synagogue.</p>	
<p>Spr 1</p> <p>Hindu religion</p>	<p>Respect and Tolerance Respect and Value Hindu believes and festivals.</p>	<p>Know the story of Rama and Sita.</p> <p>Understanding different items and rituals used in Puja.</p> <p>Watch a Hindu wedding clip.</p> <p>Virtual tour of a mosque.</p> <p>Learn about the Holi festival and watch a clip of it taking place.</p> <p>Learn the importance of Shrines and their meaning.</p> <p>Display models of shrines.</p> <p>Explore Hindu clothing and artefacts.</p>	
<p>Spr 2</p> <p>Salvation Unit 1:5</p>	<p>Respect and Tolerance Talk about forgiveness.</p> <p>Individual Liberty – discuss their own ideas of forgiveness. Talk about ways that they might celebrate Easter within their homes.</p> <p>How to respect and value Christian believes and festivals.</p>	<p>Recognise that Salvation is part of the 'Big Story'.</p> <p>Learn about Holy week and Easter Week.</p> <p>Visit the Church as a Christian place of Worship.</p> <p>Discuss with Father David the cloth and clothes that are changed to represent different event in the Christian calendar.</p>	<p>Counting the days of lent.</p> <p>Recognise the significant events and days within the Easter period.</p>
<p>Sum 1</p> <p>God Unit 1:1</p>	<p>Respect and Tolerance Respect that Christians believe that God is a forgiving Father.</p> <p>Respect the values and believes of the Christian religion.</p> <p>Understand that we can forgive in many ways and except others around us.</p>	<p>Learn what a parable is.</p> <p>Learn that Christians believe God is a forgiving Father.</p> <p>Understand the Bible story the Lost Son.</p>	
<p>Sum 2</p> <p>Gospel unit 1:4 What is the good news Jesus brings.</p>	<p>Respect and Tolerance Recognise Jesus' teaching are teaching Christians how to behave.</p> <p>Understand that Christians bring forgiveness and friendship to those in need.</p> <p>Individual Liberty To show understanding and forgiveness to those around them.</p> <p>Rule of Law Understand how to show peace, forgiveness and compassion (Matthew the tax collector).</p>	<p>Recognise that 'Gospel' means good news.</p> <p>Learn about the Christian church community, Charities and Confessions.</p>	<p>Learn what a Tax collector is.</p>

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Autumn 1 – What if we live in a world with no trees?	 <p>15 LIFE ON LAND</p> <p>Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity</p>	<p>Creation: Unit 1:2 Digging deeper Who made the world?</p> <ul style="list-style-type: none"> PT1 Begin to understand what it looks like to be a person of faith. PT2 Express their own ideas, opinions and talk about their work creatively using a range of different medium. 	<p>Explore how we can care for the life on land God created (make habitats, litter pick, plant trees) link to Science (living things) and Global learning (Life on Land). Consider how the way we live our lives and care for the environment shows God we are worshipping him.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.
		<p>Blooms Questioning / Metacognition</p> <p>Who created the universe? Why is the world important to God and Christians? Why should Humans care for the world? How can Humans care for the world?</p>	<p>Vocabulary</p> <p>Universe, Genesis, creation, Bible, Christians, creator, sustainer, Harvest festival, hymns, thankfulness</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. <p>Think, talk and ask questions about living in an amazing world.</p>
Autumn 2 – What would a peaceful community look like?	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> <p>Peace Justice and Strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>Incarnation: Unit 1:3 Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> PT1 Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. PT2 Talk about and find meanings behind different beliefs and practices. 	<p>Visit the church. Role play Christmas and recall the meanings to each part of the celebration. Drama of the Christmas story.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.
		<p>Blooms Questioning / Metacognition</p> <p>Where was Jesus born? How did the bible show Jesus was special? What do Christians do to celebrate Jesus?</p>	<p>Vocabulary</p> <p>Jesus’ birth, Christians, Gospels, nativity, Christmas, thankful, Bethlehem, Bible, extraordinary, worshipped as a king, celebrate, Advent.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Recognise that stories of Jesus’ life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. <p>Decide what they personally have to be thankful for at Christmas time</p>




Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Spring 1 – Do we need clean water?	 Industry, Innovation and Infrastructure : Build infrastructure, promote inclusive and sustainable industrialization and foster innovation	Islam Mercy / compassion How do some Muslims show Allah is compassionate and merciful?	See Emmanuel project KS1 Islam- compassion How do some Muslims show Allah is compassionate	Pupils will know: That Muslims believe in Allah – the one true God. Muslims believe: <ul style="list-style-type: none"> • That Allah is a compassionate God. • That if Allah is compassionate, Muslims should be too. • Allah wants Muslims to look after all living creatures. • That Muhammad is an example for all Muslims to follow. • That being hungry helps them feel compassion for those in need.
		<ul style="list-style-type: none"> • PT1 Retell some of the religious and moral stories from the bible and at least one other religious text or special books. • PT2 Suggest meanings of some religious and moral stories. 		
Spring 2 – Are we all the same?	 Reduced Inequalities: reduce inequality within and among countries, including gender inequality	National Curriculum Knowledge/Understanding Salvation : Unit 1:5 Digging deeper Why does Easter matter to Christians?	Key Texts & Skills Children act out the Easter story reflecting on the meaning of each part.	Learning Intentions PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> • Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.
		PT1 Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. PT2 Ask and respond to questions about what individuals and faith communities do.		
Spring 2 – Are we all the same?	 Reduced Inequalities: reduce inequality within and among countries, including gender inequality	Blooms Questioning / Metacognition Why is Easter important to Christians? How do Christians believe Jesus built relationships between God and Humans? Why do Christians believe Jesus rose again?	Vocabulary Easter, Bible, Christians, hope, incarnation, salvation, Jesus, resurrection, worship, heaven, gospel, disciples forgiveness, sin, Palm Sunday, Jerusalem, Mount of Olives, crucifixion, tomb, Mary Magdalene, Good Friday, Easter Sunday	Age Related Expectation BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> • Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.


Term	SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills	Learning Intentions
Summer 1 – What is poverty?	 <p>No Poverty End poverty in all its forms everywhere</p>	<p>Gospel: Unit 1:4 What is the good news Jesus brings? Digging deeper</p>	Explore how Jesus' teaching help those in Poverty today.	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
		<p>PT1 Retell some of the religious and moral stories from the bible and at least one other religious text or special books. PT2 Suggest meanings of some religious and moral stories.</p>		
		<p>Blooms Questioning / Metacognition</p> <p>How do Christians believe Jesus brought good news to all? How does Jesus' teachings influence the life's of Christians?</p>	<p>Vocabulary</p> <p>Gospel, Bible, forgiveness, peace, disciples,</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas
Summer 2 – How important is the high street in Buckden?	 <p>Decent work and economic growth: Promote sustainable economic growth, full and productive employment and decent work for all</p>	<p>Judaism Why is the Torah such a joy for the Jewish Community?</p>	See Emmanuel Project KS1 Judaism Why is the Torah such a joy for the Jewish Community?	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> The Torah is an important book for Jews. Jewish people believe: The Torah is a very important book, so important, that when they get to the end, they start to read it all over again. The Torah was given to the Jewish people from God. The Torah contains rules from God on how we should live. The Torah should be treated with respect.
		<p>PT1 Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. PT2 Ask and respond to questions about what individuals and faith communities do.</p>		
		<p>Blooms Questioning / Metacognition</p> <p>Where do Jewish people worship? What would you find in a Synagogue? Can you tell me about a Shabbat?</p>	<p>Vocabulary</p> <p>Simchat Torah: A joyous holiday that celebrates the Jewish love of Torah. It marks the end of the annual cycle of weekly Torah readings and the beginning of the new cycle. Torah: A very important book for all Jews containing God's rules. Bimah: Where the Torah scroll is placed ready for reading. Synagogue: The Jewish place of prayer and study. Mezuzah: A decorative case fixed to the entrance of a Jewish home containing some of the Torah which reminds people to love God and follow his commandments. Moses: A great leader and teacher of Jewish history. Holy Ark (Aron Kodesh): The cupboard where the Torah scrolls are kept in a synagogue. Hebrew: The language of the Torah.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Describe how the Torah is used in the synagogue. Recall some of the stories of Moses e.g. 10 commandments or the birth of Moses. Say that the Torah is kept in a synagogue or in a special ark. Know the Torah contains rules. Demonstrate how a mezuzah is used by Jewish people.

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
Autumn 1 Life on Land 	Respect Class prayers to show respect to God’s creatures and planet. Rule of Law Follow the laws to preserve our planet e.g. fines for littering.	Opportunity to think about the creation of the world considering science evidence and how it aligns with the Christian ethos. Documentaries e.g. David Attenborough Life on Earth, Blue planet Go to church for harvest to say thank you. Know about Harvest Festival. Take food to say thank you and help others.	7 days
Autumn 2 Peace and Justice and Strong Institutions 	Tolerance Tolerate other people’s beliefs	Experience Christian traditions at Christmas, visit St Marys Watch EYFS nativity Fr David’s assemblies.	Distance to Bethlehem
Spring 1 Clean Water and Sanitation 	Respect Understand showing compassion to individuals Tolerance Liberty Freedom to choose your religion	Experience Eid festivities (clothing, food, traditions) Artwork of a mosque based on famous mosques around the world.	Position and direction of the Holy Land. Patterns in prayer mats.
Spring 2 Reduced Inequalities and Gender Equalities 		Understand the Festival of Easter in the Church of England faith. Understand the Festival of Easter in French/	Months of the year
Summer 1 No Poverty 			
Summer 2 Decent work and Economic Growth 		Artwork of a synagogue based on famous mosques around the world. Look at Jewish artefacts.	

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Autumn 1 – What is a sustainable school?	 <p>4 QUALITY EDUCATION</p> <p>Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>People of God: Unit 2A:2 What is it like to follow God?</p>	<p>Hot seat a Christian person and find out what it is like to follow God.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.
		<p>PT1 Use key words and vocabulary related all religions studied so far. PT2 Ask and respond to questions about how individuals and faith communities live and why. PT2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p>		
		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<p>What are the group of people the Old Testament tells Christians about? What was their relationship to God? What stories show God has kept his promises to the ‘People of God’?</p>	<p>Noah, covenant, promises, Old Testament, Israel, commands, worshipping, Genesis, obedience, Adam & Eve, responsibilities.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.
Autumn 2 – How impact can one invention have?	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> <p>Industry, Innovation and Infrastructure: Build infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>Incarnation/God: Unit 2A:3 What is the Trinity?</p>	<p>Stain glass windows with the simples to further understand trinity. Learn a trinity song. Study the lord’s prayer.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.
		<p>PT1 Recount some religious and moral stories from at least three different sources of authority PT2 Suggest and consider the impact of different beliefs and practices.</p>		
		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<p>What is trinity? Why do Christians want to understand God better? What do Christians believe the Holy spirit is?</p>	<p>Trinity, Father, Son, Holy Spirit, symbols, similes, metaphors, worship, Gospel, baptism, Bible, prayer, ‘The Grace’, Protestant, Jesus the Saviour, atheists, agnostics.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.



Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Spring 1 – What impact do we have on the sea and it on us?	  Life Below Water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development & to take urgent action to combat climate change and its impacts	Hinduism Karma Why do Hindus want to collect good karma? PT1 Begin to understand that diversity exists within and between religions and worldviews PT2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.	Emmanuel Project planning KS2 Hinduism – Karma Why does a Hindu want to collect good karma?	Karma means actions. Whatever we do produces a result. Hindus believe <ul style="list-style-type: none"> We all have a soul. The soul is reincarnated when we die, it lives on and moves into a new body. We collect good and bad karma through our actions which always have consequences. Hindus are encouraged in their holy books to perform acts of selfless kindness.
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
			Hinduism - The name of a religion which started in India. Hindu - Followers of Hinduism are called Hindus. Karma - Actions. What we do produces a result. Moksha - Breaking free from the cycle of reincarnation and the soul being one with God. Samsara - The cycle of birth and death. Reincarnation - After death the soul lives on and moves into a new body. Every human being has had many past lives. Soul - The spiritual part of a human being. The 'real self.'	BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Explain how snakes and ladders links with the idea of karma. That good choices have good results. Begin to describe what Hindus might learn from one of their stories about living the right way. Know that Hindus are encouraged to perform acts of selfless kindness. Talk about how karma influenced Ghandi. Know that even Hindu children must learn to take responsibility for gathering good karma.
Spring 2 – Does a sustainable city help people?	 Sustainable Cities and Communities : Make human cities and human settlements inclusive safe, resilient and sustainable	Gospel: Unit 2A:4 What kind of world did Jesus want? PT1 Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview PT2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.	Link to Peace and Justice – considering others views of Jesus' at this time (King Herold) link to the SDG Peace, Justice and Strong Institutions.	PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
		Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
		What does 'love your neighbour' mean? How did Jesus show love and forgiveness to people? Why did Jesus show love and forgiveness to everyone?	Gospel, disciples, clergy,	BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.



Term	SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills	Learning Intentions
Summer 1 – What if we could not buy food?	 <p>2 ZERO HUNGER End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p>	<p>Kingdom of God: Unit 2A:6 When Jesus left, what was the impact of Pentecost?</p> <hr/> <p>PT1 Use key words and vocabulary related all religions studied so far. PT2 Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions</p>	<p>Study the lord’s prayer.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church.
		<p>Blooms Questioning / Metacognition</p> <p>Why was Jesus sent to Earth? How does Jesus live on? What is Pentecost?</p>	<p>Vocabulary</p> <p>Pentecost, Holy Spirit, inaugurated, symbolically, disciples</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
Summer 2 – Is sustainability about giving things up?	  <p>7 AFFORDABLE AND CLEAN ENERGY 12 RESPONSIBLE CONSUMPTION AND PRODUCTION Responsible consumption and production /Affordable and sustainable energy : Ensure access to affordable, reliable, sustainable and clean energy for all/ Ensure sustainable consumption and production patterns</p>	<p>Islam</p> <p>Submission How does a Muslim show their submission and obedience to Allah?</p> <hr/> <p>PT1 Begin to understand that diversity exists within and between religions and worldviews PT2 Ask and respond to questions about how individuals and faith communities live and why.</p>	<p>Emmanuel Project planning Islam</p> <p>Submission How does a Muslim show their submission and obedience to Allah?</p>	<p>Pupils will know: That submission is about recognising that Allah is to be obeyed at all times. That Muslims believe:</p> <ul style="list-style-type: none"> • That Allah is the one true God; the most important being in the universe. • That Allah should be obeyed in every way and Muslims trust him to tell them the right thing to do. • That praying five times a day helps them to remember to submit to Allah in all they do.
		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p> <p>Submission: For a Muslim this means obeying Allah as creator of all. Bismillah: This means ‘in the name of Allah.’ The first words in their holy book. Muslims says this before starting anything. Salat: The ritual prayer of Muslims, performed five times daily in a set form. Adhan: The Adhan is the Muslim call to prayer performed in Arabic. It announces the beginning of a set period of prayer. Muezzin (mu’adhin): One who calls the adhan, five times a day, by a muezzin from the top of a minaret (tower on the mosque). Muslim: A follower of Islam. One who submits to Allah.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Explain how a Muslim responds when hearing the Adhan. • Explain that Muslim means ‘one who ‘submits’ or who willingly does what God wants them to do. • Explain a Muslim learns from the story of Bilal and the first call to prayer to submit to Allah. • Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah. • Understand that saying the Bismillah reminds Muslims that Allah is involved in everything.

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
Autumn 1 People of God	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Reading the Bible Video of Wedding	Counting in 2's Timelines Number – chapter and verse
Autumn 2 Incarnation	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Holy Trinity art work – Daniel Bonnell Baptism of the Christ Lord's Prayer	Ratio and proportion
Spr 1 Hinduism	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Virtual tour around a temple Studying Ghandi	Shapes and Patterns
Spr 2 Gospel	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Father David meeting Reading the Bible	
Sum 1 Kingdom of God Pentecost	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Class Assemblies acting out Bible Stories	Use of symbols to represent
Sum 2 Islam	Mutual Respect Tolerance of other religions Individual Liberty – right to choose your beliefs	Virtual Tour of Mosque Show the children the Torah	Shapes and Patterns Compass directions

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions	
Autumn 1 – Why is biodiversity important?	 <p>Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity</p>	<p>Creation/Fall: Unit 2A:1 What do Christians learn from the creation story?</p>	<p>Design a poster considering the things people have done to spoil the Earth and ways they can make a change and make a difference.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). • This means that humans cannot get close to God without God’s help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	
		<p>PT1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. PT2 Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p>			<p>Blooms Questioning / Metacognition</p>
		<p>What is ‘the fall’? What are the Ten Commandments? How can a Christian show they are close to God?</p>	<p>Creation, fall, Adam & Eve, human nature, prayer, forgiveness, guidelines, 10 commandments, obedience, worship. Tempted, disobedient, serpent, judgemental,</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. • Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. • Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. • Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave. 	
Autumn 2 – What would a peaceful country look like?	 <p>Peace Justice and Strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>Incarnation/God: Unit 2A:3 Digging deeper What is the Trinity?</p>	<p>Stain glass windows with the simples to further understand trinity. Learn a trinity song. Study the lord’s prayer.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus 	
		<p>PT1 Begin to understand the diversity of belief in different religions, nationally and globally. PT2 Express an informed view on the impact of diversity of faith and belief in our world</p>			<p>Blooms Questioning / Metacognition</p>
		<p>What is trinity? Why do Christians want to understand God better? What do Christians believe the Holy spirit is?</p>	<p>Trinity, Father, Son, Holy Spirit, symbols, similes, metaphors, worship, Gospel, baptism, Bible, prayer, ‘The Grace’, Protestant, Jesus the Saviour, atheists, agnostics.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	




Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Spring 1 – Is clean water always accessible?	 <p>6 CLEAN WATER AND SANITATION</p> <p>Industry, Innovation and Infrastructure : Build infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>Sikhism Equality</p> <p>How do Sikhs put their beliefs about equality into practice?</p>	<p>Singh: Means 'lion' a name for all Sikh boys. Kaur: Means 'princess' a name for all Sikh girls. Langar: The free kitchen at the Gurdwara where all can eat. All are expected to help serve here. Patka: A Sikh head covering which is worn by many Sikh children in preference to its 'bigger brother' the turban. Gurdwara: Where Sikhs meet as a community.</p>	<p>PUPILS WILL: Sikhs believe everyone is equal. That Sikhs believe:</p> <ul style="list-style-type: none"> • Guru Nanak taught that God was present in everyone. • Everybody is equal because God is in each heart. • All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God. • Eating together in the langar helps put equality in practice. No one is more important than anyone else. • In the Gurdwara, worshipping together reminds Sikhs they are all equal.
		<p>PT1 Begin to compare the similarities of at least three different religious texts or stories. PT2 Respond to meanings behind different beliefs and practices using the correct vocabulary</p>		
		Blooms Questioning / Metacognition	<p>Singh: Means 'lion' a name for all Sikh boys. Kaur: Means 'princess' a name for all Sikh girls. Langar: The free kitchen at the Gurdwara where all can eat. All are expected to help serve here. Patka: A Sikh head covering which is worn by many Sikh children in preference to its 'bigger brother' the turban. Gurdwara: Where Sikhs meet as a community.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. • Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united. • Explain and describe the practice of the langar.
Spring 2 – How does inequality affect someone's life?	 <p>10 REDUCED INEQUALITIES</p> <p>Reduced Inequalities: reduce inequality within and among countries, including gender inequality</p>	<p>Salvation : Unit 2A:5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Use drama to explore key vocabulary. Build a 3D model of the place Jesus was crucified.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.
		<p>PT1 Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews PT2 Begin to articulate and communicate connections between their own ideas and others.</p>		
		<p>What is Holy week? Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Creation, Fall, Incarnation, Gospel, Salvation, resurrection, Gospel, worship, cross, crucifix, crucifixion, tomb, disciples, sacrifice.</p> <p>Jerusalem, Palm Sunday, Good Friday, Easter Sunday, Last supper,</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly




Term	SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills	Learning Intentions		
Summer 1 – Is poverty increasing or decreasing?	 <p>No Poverty End poverty in all its forms everywhere</p>	<p>Sikhism</p> <p>How does the teaching of the gurus move Sikhs from dark to light?</p>		<p>PUPILS WILL KNOW THAT:</p> <p>A Guru is a teacher who gives guidance from God.</p> <p>Sikhs believe:</p> <ul style="list-style-type: none"> In one God ‘Waheguru,’ the most wonderful teacher. That no one religion is the only true way to Waheguru. We are all children of God. Guidance from God came to humans through ten Gurus. Guru Nanak was the first Guru. He wanted to teach people how they should live their lives and try to bring them into the light. The Guru Granth Sahib continues to lead those who choose to follow its teachings from Darkness to Light. Sikhs are encouraged to listen and meditate on its words. Repeating ‘Waheguru’ focuses the mind and helps you know God better. 		
		<p>PT1 Begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>PT2 Express an informed view on the impact of diversity of faith and belief in our world</p>		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<ul style="list-style-type: none"> 		<p>Sikhism: Based on the belief in One God, the Sikh religion recognizes the equality of all human beings. Sikhism is more properly known as SIKHI; Sikhism is a western term.</p> <p>Sikh: Sikh (pronounced ‘seek’ in Britain but ‘sic’ is more accurate) means learner, disciple or follower of the Gurus.</p> <p>Guru: For Sikhs this term means a teacher who gives guidance from God. The word Guru is composed of two terms: GU means darkness and RU- means Light. A guru is Human in form, divine (of God) in spirit.</p> <p>Guru Nanak: The founder Guru of Sikhism regarded as the embodiment of Divine Light.</p> <p>Guru Granth Sahib: The final Sikh Guru in the form of a book of hymns and prayers written by the gurus. Given the same respect as a living human Guru.</p> <p>Waheguru: God has many names in Sikhism and Waheguru is probably the most important and most common</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Understand that Guru means teacher and the purpose of a Guru to share the light of God. Describe what a Sikh might learn from stories of Guru Nanak. Understand the significance of Ik Onkar as representing the Sikh belief in one god. Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Understand how a Sikh will listen to the true Guru through chanting and meditating. 	
Summer 2 – How does work affect the landscape?	 <p>Decent work and economic growth: Promote sustainable economic growth, full and productive employment and decent work for all</p>	<p>Gospel: Unit 2A:4 Digging deeper</p> <p>What kind of world did Jesus want?</p>	<p>Link to Peace and Justice – considering others views of Jesus’ at this time (King Herold) link to the SDG Peace, Justice and Strong Institutions.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 		
		<p>PT1 Begin to compare the similarities of at least three different religious texts or stories.</p> <p>PT2 Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p>		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<p>What does ‘love your neighbour’ mean?</p> <p>How did Jesus show love and forgiveness to people?</p> <p>Why did Jesus show love and forgiveness to everyone?</p>		<p>Gospel, disciples, clergy,</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of ‘Gospel’ (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
<p>Autumn 1 Life on Land</p>  <p>Living things and their habitats</p>	<p>Rule of Law- following the 10 commandments</p> <p>Mutual respect – Respecting everyone’s body and other’s properties</p> <p>Tolerance – Although God told Adam and Eve to leave he didn’t send them out naked or hungry.</p>	<p>Miracle Maker Video Story Adam and Eve (Genesis 2-3) - Bing video</p> <p>Artefacts</p> <p>Big Freize images – artwork</p>	<p>Time</p> <p>Shapes</p> <p>Position</p>
<p>Autumn 2 Peace and Justice and Strong Institutions</p>  <p>Animals including humans.</p>	<p>Mutual respect – John the Baptist baptising Jesus</p> <p>Democracy – Making Jesus equal to everyone so people follow him for him.</p> <p>Tolerance – No hierarchy</p>	<p>Miracle Maker Video Story Adam and Eve (Genesis 2-3) - Bing video</p> <p>Artefacts</p> <p>Big Freize images – artwork</p>	<p>Time</p> <p>Shapes</p> <p>Position</p> <p>Charts</p>
<p>Spring 1 Clean Water and Sanitation</p>  <p>States of matter.</p>	<p>Rule of Law – Each Guru adding to the Guru Granth Sahib</p> <p>Individual liberty – brought their individual teachings</p> <p>Mutual respect – all continued the work of their predecessors and adding their own element to it</p> <p>Tolerance – liberated Hindus and others from incarnation.</p>	<p>Artefacts to dress in 5 ks. Explored artefacts of Sikhism box</p> <p>Guest Speakers</p>	<p>Graphs and sorting</p> <p>Patterns</p> <p>Shapes</p> <p>Time</p>
<p>Spring 2 Reduced Inequalities and Gender Equalities</p>  <p>Sound</p>	<p>Rule of Law – The Jews’ Passover to free their people.</p> <p>Individual liberty</p> <p>Mutual respect – the washing of Jesus’ feet by Mary Madeline.</p> <p>Democracy – On Judgement Day, the crowd chose to free Barabus over Jesus.</p> <p>Tolerance – Passover now liberates a prisoner each year.</p>	<p>Drama – Visiting actress (Mary’s Feeling over 3 days of Easter)</p> <p>Miracle Maker Video Story The Miracle Maker - Entry into Jerusalem (Palm Sunday) + Cleansing of the Temple - YouTube</p> <p>Artefacts</p>	<p>Graphs and sorting</p> <p>Measurement</p> <p>Time</p>
<p>Summer 1 No Poverty</p>  <p>Electricity</p>	<p>Rule of Law – the belief in one god, Waguru and how to understand the truth by chanting and meditating.</p> <p>Individual liberty – chanting can be personalise by singing or saying it in pray.</p>	<p>Meditation practice</p> <p>Video support</p> <p>BBC Bite size</p>	<p>Sequencing</p> <p>Time</p> <p>Position</p> <p>Direction</p>
<p>Summer 2 Decent work and Economic Growth</p>  <p>Scientific enquiry and skill</p>	<p>Individual liberty - to choose which to explore</p> <p>Mutual respect – respecting the teaching of each disciples</p>	<p>Miracle Maker Video Story</p> <p>Looking at bibles</p> <p>Big Freize images – artwork</p> <p>Going to Church to visit Father David</p>	<p>Patterns</p> <p>Shapes</p> <p>Time</p>

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Autumn 1 – Does every children in the world value education?	 <p>4 QUALITY EDUCATION</p> <p>Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>God: Unit 2B:1 What does it mean if God is holy and loving?</p>	<p>Debate ‘why Christians don’t all agree about what God is like’.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.
		<p>PT1 Begin to make connections between the different beliefs and practices of and worldviews studied so far. PT2 Discuss and begin to apply own and others’ ideas about ethical questions and to express own ideas clearly in response.</p>		
Autumn 2 – Is all innovation good?	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> <p>Industry, Innovation and Infrastructure: Build infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>Incarnation : Unit 2B:4 Was Jesus the Messiah?</p>	<p>Hot seating the Messiah.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation)
		<p>Pt1 Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code PT2 Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives.</p>		
		<p>Blooms Questioning / Metacognition</p> <p>Why do Christians believe God is worth worshipping? Why don’t all Christians believe the same about what God is like? Why is God important to Christians?</p>	<p>Vocabulary</p> <p>omnipotent, omniscient, eternal, sin, injustice, architecture, alter, confessionals, rood screen, cathedrals.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
		<p>Blooms Questioning / Metacognition</p> <p>What do Christian’s believe Jesus to be? Why don’t Jewish people believe that Jesus is the Messiah? Why do Christian’s believe Jesus was sent to them?</p>	<p>Vocabulary</p> <p>Jesus, Jewish, resurrection, Old Testament, ‘rescuer’ or ‘anointed one’, messiah, Saviour, gospel, prophecy, incarnation.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.


Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions	
Spring 1 – How has global tourism affected the world's	  Life Below Water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development & to take urgent action to combat climate change and its impacts	Hinduism Moksha What spiritual pathways to Moksha are written about in Hindu scriptures?	Emmanuel Project planning KS2 Hinduism – Moksha What spiritual pathways to moksha are written about in Hindu scriptures?	Moksha is freedom from the cycle of birth-death-rebirth (samsara). That Hindus believe: <ul style="list-style-type: none"> Life is a journey towards re-union with God and there are different pathways to achieve this. Hindus read from the Gita for guidance, comfort and advice. Most Hindus follow Bhakti yoga which teaches people can reach moksha through loving devotion to God. Many Hindus direct their devotion to Krishna; they believe that if they focus their love on him he will be their route to moksha. 	
		PT1 Begin to make connections between the different beliefs and practices of and worldviews studied so far. PT2 Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.	Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
		<ul style="list-style-type: none"> 	Moksha - Freedom from samsara. Samsara - The cycle of birth-death-rebirth. Yogas - For a Hindu this is a spiritual pathway to link someone with God. Krishna - a major deity in Hinduism. The god of compassion and love Gita - Bhagavad Gita – a Hindu scripture. Bhakti - One pathway to God involving loving devotion Janmashtami - Krishna's birthday celebration	BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Use the right religious terms to describe that Hindus believe there are different pathways to moksha. Understand that some Hindus read from the Gita for guidance, comfort and advice. Express the importance of devotion to Krishna for those who follow the Bhakti pathway. Give examples of how Hindus express beliefs and feelings about Krishna.	
Spring 2 – Would it be more sustainable if we all lived in cities?	 Sustainable Cities and Communities : Make human cities and human settlements inclusive safe, resilient and sustainable	Salvation : Unit 2B:6 What did Jesus do to save human beings?	Debate 'what Jesus did to save human beings'.	PUPILS WILL KNOW THAT: <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith 	
		PT1 Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code PT2 Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives.	Blooms Questioning / Metacognition	Vocabulary	Age Related Expectation
		Why did God need to save people? How do you interpret the New Testament stating Jesus died for us? How do Christians remember Jesus' sacrifice?	Incarnation, Salvation, sacrifice, theological, resurrection, Holy Communion (also called the Lord's Supper, the Eucharist or the Mass), restoration, Pilate, Judas, Passover, symbolism.	BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 	
Term	SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills	Learning Intentions	



Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Summer 1 - How as a nation can we address hunger in the world?	 <p>2 ZERO HUNGER</p> <p>Zero Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p>	<p>People of God: Unit 2B:3 How can following God bring freedom and justice?</p> <p>PT1 Begin to make connections between the different beliefs and practices of and worldviews studied so far. PT2 Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.</p>	<p>Link learning of clean water and sanitation to caring for others and bringing health.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
		<p>Blooms Questioning / Metacognition</p> <p>What have you learnt about the story of Gods people? What did the story of Moses and the Exodus teach us? How can we serve God today using Jesus' teachings?</p>	<p>Vocabulary</p> <p>Old testament, Moses, Exodus, burning bush, plagues, Slavery, resurrection, sin, freedom, salvation. Mount Sinai, covenant, 10 commandments, Red Sea, freedom, God, suffering, leadership, vulnerability, obedience, evil.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
		<p>Islam Revelation</p> <p>What does the Qur'an reveal about Allah and his guidance?</p> <p>PT1 Begin to make connections between the different beliefs and practices of and worldviews studied so far. PT2 Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.</p>	<p>Emmanuel Project planning Islam Revelation</p> <p>What does the Qur'an reveal about Allah and his guidance?</p>	<p>Pupils will know: Revelation is how Allah imparts whatever he wishes to those he chooses. Muslims believe:</p> <ul style="list-style-type: none"> The greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an. The Qur'an reveals what God is like, provides guidance for living and the key to preparation for the life to come. <p>The words of the Qur'an are the actual words of Allah received over a period of time by the Prophet Muhammad through the Angel Jibreel (Gabriel).</p>
<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p> <p>Revelation: How Allah makes himself known to Earth. Madrassah: A Muslim school (often part of the Mosque). Children learn to recite the Qur'an here often two hours after school and on a Saturday. Cave Hira: Where Muhammad received the Qur'an. Hafiz: Someone who has memorised the Qur'an off by heart.</p>		<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> Explain how Muslims show respect for the Qur'an. Retell the story of how the Qur'an was revealed to Muhammad. Describe some practices and experiences of Muslim children at a madrassah. Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means. 	
Summer 2 - What changes can we make to our lifestyles that will have a positive impact on our global footprint for the fashion industry?	  <p>7 AFFORDABLE AND CLEAN ENERGY</p> <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> <p>Responsible consumption and production /Affordable and sustainable energy : Ensure access to affordable, reliable, sustainable and clean energy for all/ Ensure sustainable consumption and production patterns</p>			

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
Autumn 1 God Unit 2B:1 What does it mean if God is holy and loving?	Respect and Tolerance Seeing and understanding other Christian denominations Rule of Law Democracy Liberty	Video and information about Coventry cathedral https://www.coventrycathedral.org.uk/ virtual tour of cathedral https://www.canterbury-cathedral.org/visit/information/tour/ Watch Christians songs https://www.youtube.com/watch?v=414dGGTedpM https://www.youtube.com/watch?v=sx1eMwIDFb8	Maps, distance, size of cathedrals
Autumn 2 Incarnation Unit 2B:4 Was Jesus the Messiah?	Respect Understanding other peoples culture, beliefs and customs Tolerance Rule of Law Democracy Liberty	http://churchads.net/#sthash.zlXKBj2E.dpuf https://www.youtube.com/watch?v=KJf UR42g	
Spr 1	Respect Understanding other peoples culture, beliefs and customs Tolerance Tolerance of other's beliefs Rule of Law Democracy Liberty To see how others choose how they would like to celebrate in their own way	Look at photos and videos of festivals https://www.bbc.co.uk/news/world-asia-india-28831977 http://www.dandavats.com/?p=30836 Dressed up using bangles and traditional items	Pattern, repeating pattern
Spr 2	Respect See how people's beliefs and respect for Jesus continues to this day Tolerance The thoughts of others around Jesus show a lack of tolerance Rule of Law To see how laws and punishments have changed (no death penalty) Democracy Look at the difference to how Jesus was convicted and decisions made compared to now Liberty	Watch holy communion at different churches https://www.youtube.com/watch?v=4RywxZssZmk https://www.youtube.com/watch?v=mGbag-XJ5Uk https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p	
Sum 1	Respect Tolerance How the Israelites were treated show a lack of tolerance and respect for their culture and beliefs. Rule of Law Democracy Ancient Egypt was run as a dictatorship by the Pharaoh unlike today Liberty Not everyone has always had the freedom and choices we have	Find information about what life was like for slaves in ancient Egypt. Children act out real world scenarios and then apply the 10 commandments to them to see if this changes how they would act. Research and find out about how charities are bringing freedom and justice today; Christian Aid and TearFund. https://www.christianaid.org.uk	Time line- looking at Egyptian slaves
Sum 2	Respect & Tolerance Understanding other peoples culture, beliefs and customs Rule of Law Democracy Liberty	Artefacts from Islam- Qur'an. Hear Muslims talk briefly about the Qur'an and report back on what they say: http://www.bbc.co.uk/programmes/p0114z67 Hear the story again from a story book or watch http://www.bbc.co.uk/programmes/p0113vpj (Pathways of Belief: The Qur'an is revealed to the Prophet Muhammad). https://www.bbc.co.uk/programmes/articles/3x6NvPZRVy44dtTHkwyDbSX/the-artist-reimagining-islamic-calligraphy-for-the-21st-century - Mary Beard visits the Blue Mosque	Chronology Sequencing

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions
Autumn 1 – Is the Amazon the lungs of the world?	 <p>15 LIFE ON LAND</p> <p>Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity</p>	<p>Humanism Happiness Why do humanists say happiness is the goal of life?</p>	<p>Humanists value the natural world and other living things; the environment in which we all live links well to SDGs Life on land</p>	<p>PUPILS WILL KNOW: Humanism is a non-religious worldview. Humanists believe:</p> <ul style="list-style-type: none"> • Every human has only one life to live. • That what is right and wrong should be based on reason and respect for others. • Happiness is a key purpose of this one life and that the time to be happy is now. • That happiness is found in treating others as you would like to be treated. • Do not believe in God or an afterlife. • Look to science instead of religion as the best way to discover and understand the world. • In the importance of providing meaningful non-religious ceremonies like weddings and funerals.
		<p>PT1 Make connections between different beliefs and practices of all religions and worldviews studied. PT2 Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.</p>	<p>Refer back to Darwin</p>	
		<p>Blooms Questioning / Metacognition</p> <p>Does everyone believe in God? Why don't Humanists believe in God? How can we show happiness?</p>	<p>Vocabulary</p> <p>Agnosticism, Atheism, Golden Rule, compassion, curiosity, dignity, empathy, evidence, evolution, happy human, human rights, humanism, humanist, natural selection, the big bang, natural selection.</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Explain why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so. • Show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why • Explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live. • Understand why Humanists choose non-religious ceremonies and some of the features of these.
Autumn 2 – Which is more important peace or justice?	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> <p>Peace Justice and Strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>Gospel : Unit 2B:5 What would Jesus do?</p>	<p>Discuss what we can do to look after others around us. Link to poverty around the world and the changes they can make to make a difference. SDG No Poverty.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community
		<p>PT1 Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences. PT2 Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.</p>		
		<p>Blooms Questioning / Metacognition</p> <p>What is the good news about? Who did Jesus serve in the sermon on the mount? How can you bring good news to the people around you?</p>	<p>Vocabulary</p> <p>Parable, Gospel, biblical texts, interpretations, peace, forgiveness, healing, community, commandments,</p>	<p>Age Related Expectation</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Term	SDG	National Curriculum Knowledge/Understanding & Scientific Enquiry	Key Texts & Skills	Learning Intentions	
Spring 1 – What human activity can happen without water?	 <p>6 CLEAN WATER AND SANITATION</p> <p>Industry, Innovation and Infrastructure : Build infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>Kingdom of God: Unit 2B:8 What kind of king is Jesus?</p>	<p>Compare the a situation of injustice and relate the outcome of the situations to the believes of God and if it would have been what Jesus would have done.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	
		<p>PT1 Articulate detailed responses to ethical questions from the range of different religions and world views studied so far. PT2 Discuss and apply their own and others ideas about ethical questions and express arguments in a structured response.</p>			<p>Blooms Questioning / Metacognition</p>
		<p>What do the parables of the Kingdom of God teach us? Why didn’t everyone choose to join the feast? What injustice have you experienced?</p>	<p>Parables, obedience, unjust, social structures, biblical texts, interpretations.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. 	
Spring 2 –Does inequality affect someone’s happiness?	 <p>10 REDUCED INEQUALITIES</p> <p>Reduced Inequalities: reduce inequality within and among countries, including gender inequality</p>	<p>Salvation : Unit 2B:7 What difference does the resurrection make to Christians?</p>	<p>Debate if what happened to Jesus promote equality in those times?</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. • The Gospels give accounts of Jesus’ death and resurrection. • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 	
		<p>PT1 Make connections between different beliefs and practices of all religions and worldviews studied. PT2 Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.</p>			<p>Blooms Questioning / Metacognition</p>
		<p>What do Christians believe happens after death? Why is important to Christians that death is not seen as the end? What do you believe happens after you die?</p>	<p>Incarnation, Salvation, Resurrection, Sacrifice, Good Friday, Easter Sunday, inspire,</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today 	

Term	SDG	National Curriculum Knowledge/Understanding	Key Texts & Skills	Learning Intentions		
Summer 1 – Does poverty only exist in developing countries?	 <p>1 NO POVERTY End poverty in all its forms everywhere</p>	<p>Islam Tawhid</p> <p>How does tawhid create a sense of belonging to the Muslim community?</p>		<p>PUPILS WILL KNOW THAT: Tawhid is the central Muslim belief that there is only one God and that God is unique. Muslims believe:</p> <ul style="list-style-type: none"> • There is only one true God. • Everything comes from Allah. He is eternal and infinite. • Muslims believe all humans come from God and will go to God when they die. • Muslims believe all humans exist to serve Allah and obey him. • All Muslims belong to the ummah, the worldwide Islamic community. 		
		<p>PT1 Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral and others. Code PT2 Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.</p>		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<ul style="list-style-type: none"> • 		<p>Tawhid: The oneness of Allah, central to all Muslim belief Ummah: The community of those who practise Islam. Kaaba: The shrine located near the centre of the Great Mosque in Mecca and considered by Muslims everywhere to be the most sacred spot on Earth. Hajj: Muslim pilgrimage to Mecca, which takes place in the last month of the year and which all Muslims are expected to make at least once during their lifetime if they can afford to do so.</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Explain some key Muslim teachings about Tawheed or the one-ness of Allah. • Explain how the Kaaba or ‘cube’ reminds Muslims that there is only one God. • Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’ • Describe the impact of Hajj on a Muslim. 	
Summer 2 – How can my future career contribute to a sustainable world?	 <p>8 DECENT WORK AND ECONOMIC GROWTH Decent work and economic growth: Promote sustainable economic growth, full and productive employment and decent work for all</p>	<p>Creation/Fall: Unit 2B:2 Creation and science: conflicting or complementary?</p>	<p>Debate if creation and Science are conflicting or complimentary. Link to SDG goal responsible consumption and living things.</p>	<p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. 		
		<p>PT1 Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences. PT2 Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.</p>		<p>Blooms Questioning / Metacognition</p>	<p>Vocabulary</p>	<p>Age Related Expectation</p>
		<p>What are the differences in the Christians belief of God’s Creation and the Scientific belief of ‘The Big Bang theory’? How is God and Science linked?</p>		<p>Genesis, interpretations, inspiring, justifying, complementary, conflicting, , controversies, cosmology, evolution,</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account 	

Opportunities for Maths, Cultural Capital and British Values to be included within the teaching of Science

TERM	British Values	Cultural Capital	Maths across the Curriculum
Autumn 1	Humanism – Happiness – tolerance, individual liberty, mutual respect	Watch videos to find out about how diverse 'happiness' can be.	
Autumn 2	What would Jesus do? His teaching and examples – democracy, rule of law.	Magistrate Visit Assemblies led by church leaders Genr8 visits / online videos	
Spr 1	What kind of King is Jesus? – democracy, rule of law	Assemblies led by church leaders Comparing fables / stories with a moral message	
Spr 2	Salvation: What difference does resurrections make to Christians?		
Sum 1	Islam: Tawhid – mutual respect, tolerance		Circle Artwork: diameter, circumference, radius.
Sum 2	Creation vs Science – tolerance, mutual respect, individual liberty	Visits from church leaders – opportunities to ask questions about Christian beliefs.	Creation vs Science – tolerance, mutual respect, individual liberty

