

An Daras Multi Academy Trust

Windmill Hill Academy

Curriculum Scheme of Learning – Faith and Belief (RE)

Integrated Curriculum Scheme of Learning - 2015	
Scheme of Learning:	RE
National Curriculum Subjects:	RE
Written by:	D.S Aug 18
Domain Leader:	C.L
Agreed and Approved:	Sept 2018
Leader In Year Review Dates:	Sept 2020
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 WHA RE Policy 15 WHA RE Curriculum Statement 14/15 WHA Aims for Pupils/Non-Negotiable 15 ADMAT Aims

Windmill Hill Academy

RE Scheme of Learning – 2018

Curriculum Statement

At Windmill Hill Academy, we believe that learning about and from Faith and Belief (RE) helps to prepare children for the opportunities, responsibilities and experiences of later life. We value RE for its contribution to the development of the children's own beliefs and values, and sense of identity. Through RE, we hope to foster a culture of tolerance and acceptance, as well as an ability to question, thoughtfully, the world that we live in.

RE is statutory for all registered pupils on the academy roll. The academy follows the Cornwall Agreed Syllabus for Religious Education. Within this syllabus a strong emphasis is placed on learning about religion from a Cornish context. We also use resources such as Understanding Christianity to support our teaching about Christianity.

Parents have the right to withdraw their child from RE and suitable alternative provision will be made.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

Foundation Stage


During the foundation stage, children begin to explore the world of religion under the title of "People and Communities", found in the Foundation Stage Curriculum. This includes reflection of their own experiences in terms of family routines and traditions, eventually relating these to those of other people in the local and wider communities.

Key Stage One

At Key Stage One children explore religion using stories, places of worship and festivals themes. In this way, they are able to use themselves and their own thoughts/experiences as a starting point, branching out to learn about Christianity and Judaism. Children will encounter a range of artefacts, and are able to put their knowledge into context, through off-site visits to religious sites and buildings. Children learn to recognise that beliefs are expressed in a variety of ways, and to understand the importance and value of religion for believers. Children are encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key Stage Two

At Key Stage 2 Two children investigate and consider the impact of religion and belief in Cornwall, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They learn about sacred texts and other sources of wisdom and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others, in the light of their learning in religious education. Children study, in a more systematic way, Sikhism, Judaism and Islam and Hinduism, as well as other non-religious world views. References such as illustrations and examples may be drawn from a variety of faiths/belief systems as appropriate.



Progression in RE will be assessed through listening to children's responses and contributions to discussions, as well as by evaluating their written work. An age-related assessment will be given to parents/carers on end of year reports, and may be discussed as appropriate at parent/teacher meetings.

	Aut1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Foundation Unit Title						
A. EYFS SCARE RE in Reception Classes	PP23-24	PP23-24	PP23-24	PP23-24	PP23-24	PP23-24
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, <u>Encourage Creativity</u>
C. Theme Title and Faith	Special People Faith: Christianity	Incarnation Faith: Christianity	Celebrations Faiths: Christianity/ Judaism	Salvation Faith: Christianity	Stories Faiths: Christianity/ Judaism and Other Religions	Special Places Faith: Christianity/ Judaism and Other Religions
D. Scheme Reference	Understanding Christianity	Understanding Christianity		Understanding Christianity		
E. Key Question	What makes people Special?	Why do Christians perform nativity plays at Christmas?	How do people celebrate?	Why do Christians put a cross in an Easter Garden?	What can we learn from stories?	What makes places special?
F. Resource Links	Understanding Christianity God/ Creation Unit: Why is the word 'God' so important to Christians?	Understanding Christianity Incarnation Picturing Christianity Image Six Making Baby		Understanding Christianity Salvation		

	Resources: Why did God make jellyfish? The Precious Pearl	Jesus				
G. Key Skills and Understanding - Learning from and about religion	<p>C and L</p> <ul style="list-style-type: none"> -talk about how they and others show feelings <p>PSED</p> <ul style="list-style-type: none"> -have a developing respect for their own cultures and beliefs, and those of others people -show sensitively to others needs and feelings, and for positive relationships <p>UW</p> <ul style="list-style-type: none"> -children talk about similarities and differences between themselves and others, among families. <p>Communities and traditions</p> <ul style="list-style-type: none"> -begin to know about their own cultures and beliefs and those of other people <p>EAD</p> <ul style="list-style-type: none"> -respond in a variety of ways to what they see, hear, smell, touch and taste 	<p>C and L</p> <ul style="list-style-type: none"> -use talk to organise, sequences and clarify thinking, ideas, feelings and events <p>PSED</p> <ul style="list-style-type: none"> -work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously <p>UW</p> <ul style="list-style-type: none"> -explore, observe and find out about places and objects that matter in different cultures and beliefs <p>EAD</p> <ul style="list-style-type: none"> -children use their imagination in art, music, dance, imaginative play, and role-play and stories to present their own ideas, thoughts and feelings <p>Maths</p> <ul style="list-style-type: none"> -children recognise, create and describe simple patterns, sorting and ordering objects simply 	<p>C and L</p> <ul style="list-style-type: none"> -develop their own narratives in relation stories they hear from different traditions <p>PSED</p> <ul style="list-style-type: none"> -children understand that they can expect others to respect their needs, views, cultures and belief with respect -have a developing awareness of their own needs, views and feeling and are sensitive to those of others <p>UW</p> <ul style="list-style-type: none"> -children talk about similarities and differences between themselves and others, among families. <p>Communities and traditions</p> <ul style="list-style-type: none"> -begin to know about their own cultures and beliefs and those of other people <p>EAD</p> <ul style="list-style-type: none"> -children use their imagination in art, music, dance, imaginative play, and role-play and stories to present their own ideas, thoughts and feelings -respond in a variety of ways to what they see, hear, smell, touch and taste <p>Maths</p> <ul style="list-style-type: none"> -children recognise, create and describe simple patterns, sorting and ordering objects simply 	<p>C and L</p> <ul style="list-style-type: none"> -use talk to organise, sequences and clarify thinking, ideas, feelings and events <p>PSED</p> <ul style="list-style-type: none"> -work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously <p>UW</p> <ul style="list-style-type: none"> -explore, observe and find out about places and objects that matter in different cultures and beliefs <p>EAD</p> <ul style="list-style-type: none"> -children use their imagination in art, music, dance, imaginative play, and role-play and stories to present their own ideas, thoughts and feelings <p>Maths</p> <ul style="list-style-type: none"> -children recognise, create and describe simple patterns, sorting and ordering objects simply 	<p>C and L</p> <ul style="list-style-type: none"> -Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions and actions -develop their own narratives in relation stories they hear from different traditions <p>PSED</p> <ul style="list-style-type: none"> -talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable -think and talk about issues of right and wrong and why these questions matter <p>EAD</p> <ul style="list-style-type: none"> -children use their imagination in art, music, dance, imaginative play, and role-play and stories to present their own ideas, thoughts and feelings <p>English</p> <ul style="list-style-type: none"> -children are given access to a wide range of books, poems and other written materials to ignite their interest 	<p>C and L</p> <ul style="list-style-type: none"> -answer 'who/how and why' questions about their experiences in responses to stories, experiences or events from different sources <p>PSED</p> <ul style="list-style-type: none"> -respond to significant experiences showing a range of feelings where appropriate <p>UW</p> <ul style="list-style-type: none"> -explore, observe and find out about places and objects that matter in different cultures and beliefs <p>EAD</p> <ul style="list-style-type: none"> -respond in a variety of ways to what they see, hear, smell, touch and taste

H. Key Skills and Understanding – Unit Outcomes	<p>-Introduction to the word God in RE. -Church is a Christian Place of Worship. -Harvest festival. -Lord's Prayer and Ten Commandments.</p> <p>Digging Deeper -Christians believe they are called by God to care for the world. -Christians say creed together. -Christians work together to serve the community as an important part of the Christian Faith.</p>	<p>-Jesus was a special baby because he came from God. Christians believe he was God born as a baby. -The Nativity story is from the Bible -Christians celebrate Christmas as the birth of Christ on a date chosen by Churches on a chosen date -Candles lit s a reminder of Jesus coming as the 'light of the world' -Presents at Christmas are a reminder of the gifts of the wide men to Jesus -Presents are reminder of: the gift of Jesus, God's Son -Christmas Carols tell the birth of Jesus</p> <p>Digging Deeper -For Christians each individuals is special and known and loved unconditionally by God -Thanksgiving service is arranged by the church for parents who want to say thank you to God for their baby -Christians/ Baptism is a formal commitment to the Christian Church, parents make promises and the baby becomes a member of the church -Jesus's Golden Rule was that we should do to others as we want them to do to us</p>	<p>ELG Goal: -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.</p> <p>-Name different celebrations that Christians/ Jews have -Describe some of the important features of religious festivals</p>	<p>-Palm Sunday is Jesus's entry into Jerusalem and the start of Holy week -For Christians, Easter is the most important festival of the year -Christians believe that Jesus rose victorious from death to new life and gives his followers hope of forgiveness -This is compared with the Easter festival in Britain with chocolate eggs etc -Christians believe that Jesus died for people's sin and the cross symbolises costly love, sacrifice and forgiveness</p> <p>Digging Deeper -Christians to act as a 'neighbour' when someone is in need: we must not walk by -Use the term 'Good Samaritan'- someone who does a good deed -Lighting candles as a symbol of a prayer for a person or situation -(Pancake Day) Christians day for receiving God forgiveness after confessing your sins – the next day Ash Wednesday (that start of 40 days of Lent) a time for spiritual discipline to prepare for Good Friday</p>	<p>ELG Goal: -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.</p> <p>-Recognise that Christians stories are written in the Bible as word from God -Know that different stories have different messages from God for Christians to use to guide them</p>	<p>ELG Goal: -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.</p> <p>-Be able to name special religious place such as Church's for Christians -Recognise local places of worship for different religions -Recognise the special parts of a religious place for their worshipers</p>
I. Enrichment	Harvest Festival Performance to Parents/ Community	Christmas Nativity Performance to Parents/ Community		Easter Parade for parents/ Community		Visit to a Local Church- St Marys.

J. Cross Curricular Links (Core non-negotiable standards)	See Section G	See Section G	See Section G	See Section G	See Section G	See Section G
K. Assessment Pathway	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances	Written Evidence/ Mark Making Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Evidence Participation in performances
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 - Year A Unit Title	<u>Shiver Me Timbers</u>	<u>Bright Sparks</u>	<u>Can we Fix it? Yes we Can!</u>	<u>Walking in the Jungle</u>	<u>Let's Cook</u>	<u>Oh I do like to be by the Seaside</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	P27-33	P27-33	P27-33	P27-33	P27-33	P27-33
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C. Theme Title and Faith	Creation	Incarnation	Curriculum Kernewek:	Salvation	(G-d and Torah)	Family Life

	Faith: Christianity	Faith: Christianity	Cornwall as a Place of Spiritual Inquiry Faith: Christianity	Faith: Christianity	Faith: Judaism	Faith: Judaism (The People and the Land) (Food/Shabbat)
D. Scheme Reference	Understanding Christianity	Understanding Christianity	SCARE	Understanding Christianity	SCARE	SCARE
E. Key Question	Who Made the World?	Why does Christmas matter to Christians?	Why is Cornwall special to Christians?	Why does Easter matter to Christians?	What do Jews believe?	What is Jewish family life like?
F. Resource Links	Understanding Christianity Creation	Understanding Christianity Incarnation Picturing Christianity Image Five Nigerian Nativity Gallery of the Roman Catholic Society of African Missions Picturing Christianity Image Seven A christingle Service		Understanding Christianity Salvation		
G. Key Skills and Understanding - Learning from and about religion SCARE PP 27	Learning about Religion 1a Explore a range of religious stories and sacred writings and talk about their meanings Learning from Religion 2c ask and respond imaginatively to puzzling questions, communicating their ideas	Learning about Religion 1c name and explore a range of celebrations, worship and rituals in region, noting similarities where appropriate Learning from Religion 2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness	Learning about Religion 1b Explore how faith communicate make a difference to communities in Cornwall Learning from Religion 2b reflect on how living in Cornwall is shaped by its religious traditions from the earliest times	Learning about Religion 1d identify the importance for some people, of belonging to a religion and recognise the difference this makes to their lives 1e explore how religious beliefs and ideas can be expressed through arts and communicate their responses Learning from Religion 2d identify what matters to them and others, including those with religious commitments, and communicate their responses	Learning about Religion 1f explore how religious believers communicate with God, each other and people outside their community Learning from Religion 2e reflect on how spiritual and moral values relate to their own behaviour	Learning about Religion 1g identify and suggest meanings for religious symbols and begin to use a range of religious words Learning from Religion 2f recognise that religious teachings and ideas make a difference to individuals families and the local community
H. Key Skills and	3a Christianity	3a Christianity	3a Christianity	3a Christianity	3b A religion of choice by	3b A religion of choice by

Understanding – Breath of Study SCARE PP 28	<p>Themes 3c believing: what people believe about God, humanity and the natural world</p> <p>Experiences and Opportunities 3n sharing their own beliefs, ideas and values and talking about their feelings and experiences</p>	<p>Themes 3e celebrations: how and why celebrations are important in religion</p> <p>Experiences and Opportunities 3o beginning to use ICT to explore a religions and beliefs as practices in the local and wider community</p>	<p>Themes 3g leaders and teachers: figures who have an influence on other locally, nationally and globally in religion</p> <p>3i myself: who I am and my uniqueness as a person in a family and community</p> <p>Experiences and Opportunities 3k Listening and responding to visitors from local faith communities</p>	<p>Themes 3d story: how and why some stories are scared and important in religion</p> <p>Experiences and Opportunities 3m using art and design, music, dance and drama to develop their creative talents and imagination</p>	<p>the school: Judaism</p> <p>Themes 3h belonging: where and how people belong and why belonging is important</p> <p>Experiences and Opportunities 3j visiting places of worship and focusing on symbols and feelings</p>	<p>the school: Judaism</p> <p>Themes 3e symbols: how and why symbols express religious meaning</p> <p>Experiences and Opportunities 3l using their senses and having times of quiet reflection</p>
Key Skills and Understanding – Key Content SCARE Christianity pp 29-30 SCARE Judaism pp 32-33	<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>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 and that he came to bring good news -Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming 	<p>Curriculum Kernewek Cornwall as a place of spiritual Inquiry</p> <p>The marks left on the landscape make us ask questions.</p> <p>Celtic crosses</p> <p>Special festivals</p> <p>Special people such as St Petroc, St Piran and Cornish Saints</p> <p>Standing Stones</p> <p>Local stories and place of importance near the school</p>	<p>Pupils will know that</p> <ul style="list-style-type: none"> -Easter is very important in the 'big story' of the Bible -Christians believe Jesus rose again, giving people hope of a new life <p>Digging Deeper</p> <ul style="list-style-type: none"> -Christians believe Jesus builds a build between God and Humans 	<p>G-d Jewish belief about God</p> <p>G-d is One</p> <p>G-d is the creator</p> <p>G-d Cares for all people</p> <p>Israel</p> <p>Israel has always been a special place for Jews</p> <p>Jews live all over the world but when they pray they face towards Israel and Jerusalem</p>	<p>The People and the Land Family Life</p> <p>The Jewish Home</p> <p>Shabbat, the day of rest</p> <p>The Friday night meal</p> <p>Welcoming Shabbat</p> <p>Lighting candles</p> <p>Lessing the children</p> <p>Blessings with wine</p> <p>Challah</p> <p>Easting as a family</p> <p>Stories that Jewish children would hear in their families</p> <p>Festivals (minor)</p>
J. Unit Outcomes 1. Making sense of the text 2. Understanding the impact 3. Making Connections	1. Retell the story of Creation from Genesis 1:1-2.3 Simply 1. Recognise that 'Creation' is the beginning of the 'Big story' in the Bible 1. Say what the story tells Christians about God, Creation and the world 2. Give at least one examples of what Christians do to say thank you to God for Creation 3. Think, talk and ask questions about living n a n	1. Give a clear, simple account of the story of Jesus birth and why Jesus is important for Christians 1. Recognise that stores of Jesus's life come from the Gospels 2. Gives examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas 3. Decide what they personally have to be thankful for at Christmas		1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible 1. Tell stories of Holy Week and Easter from the Bible and recognise a link with the ideas of Salvation (Jesus rescuing People) 1. Recognise that Jesus gives instructions about how to behave 2. Give at least three examples of how Christians show their beliefs about		

	<p>amazing world</p> <p>Digging Deeper 2. Give at least two examples of what Christians do to look after the world for God</p>	<p>time</p> <p>Digging Deeper 1. Recognise that Incarnation is part of the 'Big Story' of the Bible 1. Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth' 2. Give at least two examples in which Christians use the nativity story in churches and at home 3. Think, talk and ask questions about the Christmas story and the lessons they might learn from it e.g. be kind and generous</p>		<p>Jesus' death and resurrection in church worship at Easter 3. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope of heaven, exploring different ideas</p> <p>Digging Deeper 2. Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship</p>		
K. Enrichment					Visit to a Jewish Synagogue (Plymouth)	
L. Cross Curricular Links (Core non-negotiable standards)	<p>Geography- Knowledge of World/ Countries Science- How was the world made/ space</p>	<p>Science- Creating Light English/ Computing- Publishing stories using Media Design and Technology- Designing items that create light</p>	<p>Design and Technology/ Science- exploration of different materials for different purposes Art- exploration of different shapes/ structures/ designs in Cornwall</p>	<p>Geography- Exploration of Jungles/ Rainforest in the World- Research into places of worship in the world Science- Weather- exploration climate/ temperature in holy places</p>	<p>Design and Technology- exploring different foods from different cultures</p>	<p>History- explore how different families use the seaside/ locations for family life PSCHE- sharing different special family events comparing similarities and differences Geography- explore how people from different countries/ cultures share family life- similarities and differences</p>
M. Assessment Pathway	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>	<p>Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in</p>

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Year Group	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 1
KS1 - Year B Unit Title	<u>All Aboard!</u>	<u>Superheros!</u>	<u>Walking with the Dinosaurs</u>	<u>Green Fingers</u>	<u>Walking in Windmill Woods</u>	<u>Knights and Dragons</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	P27-33	P27-33	P27-33	P27-33	P27-33	P27-33
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme Title and Faith	Church and Worship Faith- Christianity	Gospel Faith- Christianity	Jewish Festivals Faith- Judaism	God Faith- Christianity	Stories and Objects Faith- Judaism	Bible and the Christian way of Life Faith- Christianity
D. Scheme Reference	SCARE	Understanding Christianity	SCARE	Understanding Christianity	SCARE	SCARE
E. Key Question	How do Christians use the church?	What is the good news that Jesus brings?	How important is it for Jewish people to do what God asks them to do?	What do Christians believe God is like?	What is important to Jews?	How does the bible become part of the Christian way of Life?

F. Resource Links	<p>Picturing Christianity Image Three The Holy Spirit Window by Hector Garcia</p> <p>Picturing Christianity Image Nine Believers baptism in the River Jordan</p> <p>Image Twenty three The Three Cathedral, Milton Keynes</p>	Understanding Christianity		Understanding Christianity		
G. Key Skills and Understanding - Learning from and about religion SCARE PP 27	<p>Learning about Religion 1b explore how faith communities make a difference to communities in Cornwall 1g identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>Learning from Religion 2b reflect on how living in Cornwall is shaped by its religious traditions from the earliest times</p>	<p>Learning about Religion 1c name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>Learning From Religion 2a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p>	<p>Learning about Religion 1f explore how religious believers communicate with God, each other and people outside their community</p> <p>Learning from Religion 2d identify what matters to them and others, including their with religious commitments, and communicate their responses</p>	<p>Learning about Religion 1d identify the importance, for some people of belonging to a religion and recognise the difference this makes to their lives</p> <p>Learning from Religion 2c ask and respond imaginatively to puzzling questions communicating their ideas</p>	<p>Learning about Religion 1e explore how religious beliefs and ideas can be expressed through arts and communicate their responses</p> <p>Learning from Religion 2f Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p>	<p>Learning about Religion 1a explore a range of religious stories and sacred writings and talk about their meanings</p> <p>Learning from Religion 2e reflect on how spiritual and moral values relate to their own behaviour</p>
H. Key Skills and Understanding – Breath of Study SCARE PP 28	<p>3a Christianity</p> <p>Themes 3f symbols: how and why symbols express religious meaning 3g leaders and teachers: figures who have an influence on other locally, nationally and globally in religion</p> <p>Experiences and Opportunities 3j visiting places of worship and focusing on symbols and feelings</p>	<p>3a Christianity</p> <p>Themes 3e celebrations: how and why celebrations are important in religion</p> <p>Experiences and Opportunities 3m using art and design, music, dance and drama to develop their creative talents and imagination</p>	<p>3b A religion of choice by the school: Judaism</p> <p>Themes 3h belonging: where and how people belong and why belonging is important</p> <p>Experiences and Opportunities 3o beginning to use ICT to explore religions and beliefs as practice in the local and wider community</p>	<p>3a Christianity</p> <p>Themes 3c believing: what people believe about God, humanity and the natural world</p> <p>Experiences and Opportunities 3l using their sense and having times of quiet reflection</p>	<p>3b A religion of choice by the school: Judaism</p> <p>Themes 3i myself: who I am and my uniqueness as a person in a family and community</p> <p>Experiences and Opportunities 3n share their own beliefs, ideas and values and talking about their feelings and experiences</p>	<p>3a Christianity</p> <p>Themes 3d story: how and why some stories are sacred and important in religion</p> <p>Experiences and Opportunities 3k listening and responding to visitors from local faith communities</p>

<p>Key Skills and Understanding – Key Stage Content</p> <p>SCARE Christianity pp 29-30</p> <p>SCARE Judaism pp 32-33</p>	<p>The Church Characteristics of the Church Meaning of the term 'Church' A community of believers The name given to a variety of buildings where Christians usually meet to Worship</p> <p>Worship Worship may include Reading the Bible Listening to Stories Teaching Singing Prayer Baptism and Weddings</p> <p>Church Structures and organisations Things found in my local churches-seat, font, altar, table, Bibles, musical instruments People who have a special role in the Church-ministers, elders, priests Symbols (in some Churches)- cross, crucifix, liturgical colours, water, candles</p>	<p>Pupils will know that:-- Christians believe Jesus brings good news for all peoples -For Christians this good news 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>	<p>Judaism The People and the Land Family Life Passover and Purim</p> <p>Torah The torah is in the form of a scroll, or book (Chumash) and written in Hebrew, it contains Mitzvot (laws and rules) which set out how should live: The ten commandments Sayings which express values 'Love your neighbour as yourself' 'Love the stranger because you were stranger's in the land of Egypt'</p>	<p>Pupils will know that: -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 Christians beliefs -Christians worship God and try to live in ways that please him</p>	<p>Stories The creation The patriarchs, Matriarchs and Joseph Moses and Miriam</p> <p>The People and the Land Family Life The Jewish Home Mezuzah</p>	<p>The Bible The nature of the Bible The holy books of the Christian faith Types of writing Stories Poems Sayings Uses of the Bible Preaching and teaching in church Christians read from it regularly in order to inform their faith</p> <p>The Christian Way of Life God and Humanity Christians believe that everyone is important and of equal value Belief, values and experience Christians try to follow the examples of Jesus, especially his teaching on love and forgiveness Famous Christians who set an example for others to follow e.g. saints and others who live(d) a life of service Personal and community action Relationships with family and friends and caring for others.</p>
<p>J. Unit Outcomes</p> <p>1. Making sense of the text 2. Understanding the impact 3. Making Connections</p>		<p>1.Tell stories from the Bible and recognise a link with a concept of 'Gospel' or Good News 1.Give clear, simple accounts of what Bible texts mean to Christians 1.Recognise that Jesus gives instructions to people about how to behave</p>		<p>1.Identify what a parable is 1. Tell the story of the Lost Son from the bible simply and recognise a link with the concept of God as a forgiving Father 1.Give clear, simple accounts of what the story means to Christians 2.Give at least two</p>		

		<p>2. Give at least two examples of ways in which Christians follow the teaching studies about forgiveness and peace, and brining good news to the friendless</p> <p>2. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (Christy)</p> <p>3. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians or if there are thing for anyone to learn, exploring different ideas</p> <p>Digging Deeper</p> <p>1.Tell stories from the Bible and recognise a link with a concept of 'Good News 'links to the practice of being thankful</p> <p>1. Give clear, simple accounts of what the texts means to Christians e.g. people can trust God, people should day thank you to God for his good gifts</p> <p>2. Describe how Christians show their beliefs e.g. thanking God in prayer</p> <p>2. Give at least two examples of ways in which Christians use Bible stories and texts to guided their beliefs about prayer, in church communities and their own lives</p> <p>3. Think, talk and ask questions about whether</p>		<p>examples of a way in which Christians show their belief in God as loving and forgiving, e.g. by saying sorry</p> <p>2. Give an example of how Christians put their beliefs in to practice in workshops, by saying sorry to God for example</p> <p>3. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Digging Deeper</p> <p>1.Tell the key points of the story of Jonah from the Bible and recognise a link with the concept of God</p> <p>2. Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God e.g. seeing God as Lord- God wants to save the People of Nivneah</p> <p>2.Give at least two examples of how Christians put their beliefs into practice in worship e.g. sing the story in church in art</p> <p>3. think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p>	
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		Jesus' good news' matters to anyone other than Christians, exploring different ideas				
K. Enrichment	Visit to local Churches Methodist and St Thomas (Newport). Comparison of local Churches.					
L. Cross Curricular Links (Core non-negotiable standards)	Geography- Location of Churches in Launceston Geography- Location of churches around railways lines History- Use of railway line within Cornwall/ access to other churches/ community	Science- exploration of 'Superhero's and their powers- how does this link with influential figures in a Christian life PSCHE- What super powers would support the teachings of Jesus	PSCHE- Is having rules important for different communities and groups?	PSCHE- How should we treat people/ living things?	Science- What is important in our natural world? Geography- what is important in our local community?	History- What religions were important to influential figures in the past? History- How do stories in the past continue to influence people today?
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment
RE Council of England 2013 Assessment Criteria Outcomes for ages 7	Knowledge and understanding of Christianity		Expression and communication of ideas		Gaining and deploying the skills of religious study	
	-Recall and name festivals, objects and key Christian ideas such as God and church -Retell Bible stories, including those associated with Christmas and Easter -Recognise symbols such as bread, wine and the cross,		-Ask and respond to thoughtful questions promoted by images about Christian behaviour and practice -Observe and recognise how Christians express their faith by linking an image to a belief -Respond sensitively to simple comparison between		-Express their own ideas about key Christian concepts in words, music, art or poetry -Give their own ideas about Christian teaching n cooperation -Find out what Christian think is right and good, and	

	which matters to Christians	Christianity and another worldview	respond with their own ideas
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3– Unit Title	<u>Fire To Forts</u>	<u>Extreme Earth</u>	<u>Movement and Motions</u>	<u>Rainforests</u>	<u>Egyptians</u>	<u>Farm to Fork</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme Title and Faith	People of God Faith- Christianity	Curriculum Kernewek Cornwall as a place of spiritual inquiry Cornwall as a place of Christianity Faith- Christianity	Creation/ Fall Faith- Christianity	Who are Sikhs? Faith - Sikhism	Kingdom of God Faith- Christianity	What is the importance of the Gurdwara? Faith - Sikhism
D. Scheme Reference	Understanding Christianity	SCARE	Understanding Christianity	SCARE	Understanding Christianity	SCARE
E. Key Question	What is it like to follow God?	Why is Cornwall special to Christians?	What do Christians learn from the Creation Story?	Who were the Sikhs?	When Jesus left, what was the impact of Pentecost?	What is the importance of the Gurdwara?
F. Resource Links	Understanding Christianity		Understanding Christianity		Understanding Christianity Picturing Christianity	

			Picturing Christianity Image Two The Garden of Eden by John Dyer 2001.		Image Four Moses crossing the Red Sea From the Luther Bible, Germany 1534 Lucas Cranach	
G. Key Skills and Understanding - Learning from and about religion	<p>Learning about Religion 1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities</p> <p>Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them</p>	<p>Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significant of religion in the local, national and global communities</p> <p>Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it</p>	<p>Learning about Religion 1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>Learning from Religion 2d Discuss their own and others views of religious truth and belief, expressing their own ideas</p>	<p>Learning from Religion 1d Identify and begin to describe the similarities and difference within and between religions 1e Investigate the significant of religion in the local, national and global communities</p> <p>Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways</p>	<p>Learning about Religion 1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them</p> <p>Learning from Religion 2f Reflect on sources of inspiration in their own and others lives</p>	<p>Learning about Religion 1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources</p> <p>Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses</p>
H. Key Skills and Understanding – Breath of Study	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives d. Teachings and authority: what scared texts and others sources say about God, the world and human life i. religion and the individual: what is expected of a person in following a religion or belief</p> <p>Experiences and Opportunities m. discussing religious and</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death h. inspirational people: figures from whom believers find inspiration o. reflecting on their own and others insights into life and its origin, purpose and meaning j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes d. Teachings and authority: what scared texts and others sources say about God, the world and human life i. religion and the individual: what is expected of a person in following a religion or belief k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p>	<p>Religions and Beliefs 3b Sikhism</p> <p>Themes g. symbols and religious expression: how religious and spiritual ideas are expressed h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and Opportunities q. developing the use of ICT, particularly in enhancing pupils awareness of religions and beliefs globally</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites g. symbols and religious expression: how religious and spiritual ideas are expressed j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to</p>	<p>Religions and Beliefs 3b Sikhism</p> <p>Themes e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites</p> <p>Experiences and Opportunities l. encountering religions through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community n. considering a range of human experiences and feelings p. expressing and</p>

	philosophical questions., giving reasons for their own beliefs and those of others n. considering a range of human experience and feelings	local life k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and Opportunities o. reflecting on their own and others insights into life and its origin, purpose and earning	Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT		local life Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT	communicating their own and others insights through art and design music, dance, drama and ICT
I. Key Skills and Understanding – Key Stage Content PP 38-45	Pupils will know that: -The Old testament tells the story of a particular groups of people, the children of Israel known as the People of God- and their relationships with God -The People of God try to live in the way God wants, following his commands and worshipping him -They believe the promises to stay with them and Bible stories show how God keeps his promises Digging Deeper - The Old testament narrative explains that the People of god are meant to show the benefits of having a relationship with Good, and to attract all other nations to worshipping God -Christians believe that, through Jesus, all people can become the People of God	Kernewek: Cornwall as a place of spiritual inquiry Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience The development of local celebrations which look beyond the origins of Christianity in Cornwall Cornwall as a place of Christianity How Christianity came to Cornwall The Celtic church and why Celtic Christians spirituality has come so important for some in Cornwall in the 21 st century	Pupils will know that: -God the creator cares for creation, including human beings -As human beings are part of God's good creation, they do best when they listen to God -The bible shows that God wants to help people to be close to him – he keeps his relationships with them, gives them guidelines n good ways to life (such as the Ten commandments) -(building from EYFS)- Christians believe God made our wonderful world and so we should look after it Digging Deeper -The bible tells a story (in Genesis 3) about how humans spoiled their friendships with Good (sometimes called the fall) -This means that humans cannot get close to God without God's help	Kernewek: N/A Sikhism: Belief and Values: - Sikhs believe in one god who is the Supreme Truth, the Ultimate Reality and the Creator of all things Values: - Mediation based on scriptures (nam simran) - Earning by honest means (kirat karna) - Sharing (vand Chhakna) - Service to all human beings (sewa) Acceptance of Gods will (hukam) Equality of gender Equality of race and creed – the oneness of humanity Practices: -Holy days (Gurpurbs) - Ceremonies (naming, turban tying, Amrit ceremony, marriage, dearth) Symbols: - Ik Onkar (there is one God)	Pupils will know that: -Christians believe that Jesus inaugurated the 'Kingdom of God' (Jesus whole life was a demonstration that God is King. Not just in heaven but here and now). - Christians believe Jesus is still alive, and rules in their hearts and lives by 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 by living lives that reflect the love of God -Christians celebrate Pentecost as the beginning of the church Digging Deeper - Staying connected to Jesus means that the fruit of the spirits can grow in the lives of Christians	Kernewek: N/A Sikhism: The Gurus: - The lives and teachings of the Ten Gurus- in detail Guru Nanak, Guru Arjan, Guru Har Gobind, Guru Tegh Bahadur and Guru Gobind Singh. Gurdwara: - A place of Sikh worship which extends welcome to men and women of all races and creeds - Features include, congregation (sangar), common meal (langar) - Significant people include, Granthi who reads the Guru Granth sahib, musicians and singers. - Know about The Golden Temple and other historic gurdwara The Five Ks: - Kesh, Kangha, Kara, Kachera, Kirpan

			- God offers forgiveness even why Humans keep falling short - Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short	- Khanda – the Sikh symbol		
J. Unit Outcomes 1. Making sense of the text 2. Understanding the impact 3. Making Connections	1. Make Links between the story of Noah and the idea of covenant 2. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 3. Make Links between the story of Noah and how we live in the school and wider world Digging Deeper 1. Make clear links between the story of Abraham and the concerto of Faith 2. Make simple links between People of God and how some Christians choose to live in their whole life and in their church countries 3. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.		1. Place the concepts of God and Creation on a timeline of the Bible 'Big Story' 1. Make clear links between Genesis 1 and what Christians believe about God and Creation 2. Describe what Christians do because they believe God is Creator (care for the world) 3. Ask questions and suggest answer about what might be important in the creation story for Christians living today, and for people who are not Christians Digging Deeper 1. Offer suggestions about what the story of Adam and Eve might show about humans nature and how to act 2. Describe how any why Christians might pray for God, say sorry, forgive and ask for forgiveness 3. Make links between what stories in the Bible say about human beings, and pupils own ideas about how people should behave		1. Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of Earth 1. Offer suggestions about what the description of Pentecost in Acts 2 might mean 1. Give examples of what Pentecost means to some Christians now 2. Make simple links between description of the Day of Pentecost in Acts 2, the Holy Spirit and how Christians live their whole lives and in their church communities 3. 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 Digging Deeper 1. Order concepts within the timeline of the bible big story 1. List two distinguishing features of a narrative and a letter as different types of biblical text 1. Offer suggestions about what the texts studies	

					<p>might mean and give examples of what the texts studies mean to Christians</p> <p>2. Make simple links between the idea of the Church as a body, the fruit of the Sprit, and the Kingdom of God and how Christians live in their whole lives and in their church communities</p> <p>2. Describe how Christian show their belief about the Holy Spirit in worship and the way they live</p> <p>3. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Sprit might make a difference to how people think and live</p> <p>3. Make links between fellowship and fruit of the Sprit and life in the world today, expressing some ideas of their own clearly</p>	
K. Enrichment						Visit to Skih Gurdwara
L. Cross Curricular Links (Core non-negotiable standards)	History- Who were the important leaders in the past?	Geography- How are important places formed? History- where are the important places in Cornwall to Christians Computing- use of ICT to research places in Cornwall/ communicate findings	Science- What is important about the natural world? Geography- What is important about the local area? PSCHE- Why are their different viewpoints on how the world was created?	Geography- Where in the world can the religion Sikhism be found? Where did it orientate? PSCHE_ What is similar and different about Sikhism and Christianity?	Geography- Where in the world is Christianity important? Where in the world do some of the Bible stories originate from? History- How do stories in the past still remain important to today?	Design and Technology- How is food important to all humans? What foods are important in different religions and cultures? Geography- Does food different in different countries and cultures? PSCHE- How important is food in religions?
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence

	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	<u>Greek Warriors</u>	<u>Water, Water, Everywhere!</u>	<u>Roman Empire</u>	<u>Somewhere to Settle</u>	<u>Boudicca's Britain</u>	<u>Where in the World is Exeter?</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme and Faith	Incarnation Faith- Christianity	Jesus and the Church Faith- Christianity	Gospel Faith- Christianity	Salvation Faith- Christianity	What can we learn about Judaism? <i>Faith - Judaism</i>	What are Jewish beliefs about G-d? <i>Faith - Judaism</i>
D. Theme Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity	SCARE	SCARE
E. Key Question	What is the Trinity?	What is the Christian experience at Church?	What kind of world did Jesus want?	Why do Christians call the day Jesus died "Good Friday"? Why do Christians remember the events of Holy week every year?	What can we learn about Judaism?	What are Jewish beliefs about G-d?
F. Resource Links	Understanding Christianity Picturing Christianity- Image	Picturing Christianity Kings College Cambridge: The Carol Service. BBC	Understanding Christianity	Understanding Christianity	Picturing Christianity Image Eighteen Pope Francis at the Western Wall in	

	One The explosion of the love of God: stained glass window by Joseph Nuttgens	broadcast the famous Service from Kings College Chapel since 1928.		Picturing Christianity Image Ten Easter Prayers, New Dehli Picturing Christianity Image Thirteen Eucharist for a Little Child	Jerusalem 2014	
G. Key Skills and Understanding - Learning from and about religion	<p>Learning about Religion 1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities</p> <p>Learning from Religion 2d Discuss their own and others views of religious truth and belief, expressing their own ideas</p>	<p>Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significance of religion in the local, national and global communities</p> <p>Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it</p>	<p>Learning about Religion 1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them</p>	<p>Learning from Religion 1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them</p> <p>Learning from Religion 2f Reflect on sources of inspiration in their own and others lives</p>	<p>Learning about Religion 1d Identify and begin to describe the similarities and difference within and between religions</p> <p>Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways</p>	<p>Learning about Religion 1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources</p> <p>Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses</p>
H. Key Skills and Understanding - Breath of Study	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives d. Teachings and authority: what scared texts and others sources say about God, the world and human life f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death h. inspirational people: figures from whom believers find</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes i. religion and the individual: what is expected of a person in following a religion or belief j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life k. beliefs in action in the world how religions and beliefs respond to global issues of human rights,</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes d. Teachings and authority: what scared texts and others sources say about God, the world and human life i. religion and the individual: what is expected of a person in following a religion or belief k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites g. symbols and religious expression: how religious and spiritual ideas are expressed</p>	<p>Religions and Beliefs 3b Judaism</p> <p>Themes e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites</p> <p>Experiences and Opportunities l. encountering religions through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community n. considering a range of human experiences and</p>	<p>Religions and Beliefs 3b Judaism</p> <p>Themes g. symbols and religious expression: how religious and spiritual ideas are expressed h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and Opportunities q. developing the use of ICT, particularly in enhancing pupils awareness of religions and beliefs globally</p>

	<p>inspiration</p> <p>Experiences and Opportunities</p> <p>m. discussing religious and philosophical questions., giving reasons for their own beliefs and those of others</p> <p>n. considering a range of human experience and feelings</p>	<p>fairness, social justice and the importance of the environment</p> <p>o. reflecting on their own and others insights into life and its origin, purpose and meaning</p> <p>Experiences and Opportunities</p> <p>o. reflecting on their own and others insights into life and its origin, purpose and meaning</p>	<p>the importance of the environment</p> <p>Experiences and Opportunities</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	<p>j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life</p> <p>Experiences and Opportunities</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	<p>feelings</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	
<p>I. Key Skills and Understanding – Key Content</p>	<p>- SCARE</p> <p>God</p> <p>The nature of God</p> <p>The three persons of the Trinity, expressed through symbols and language</p> <p>God as Father, Son and Holy Spirit</p> <p>The stories of Jesus as revealing the Trinity</p> <p>Jesus' command to baptise in the name of the father, and the Son and the Holy Spirit</p> <p>The Apostles Creed</p> <p>Description of God</p> <p>Evidence of God</p> <p>-Christians believe God is the Trinity: Father, Son and Holy Spirit.</p> <p>-Christians believe that The Father creates; he sends the Sons who saves his people; the Son sends the Holy Spirit to his followers</p> <p>- Christians find that understanding Go is challenging, people spent their holy lives learning more</p>	<p>SCARE</p> <p>Jesus</p> <p>Jesus as a Historical Figure</p> <p>Key features of Jesus's Life</p> <p>-Focus on Baptism and Temptations</p> <p>Jesus in Christian Experience</p> <p>The Church</p> <p>Characteristics of the Church</p> <p>Beliefs about the Church</p> <p>How the church celebrates its identity</p> <p>-Confirmation</p> <p>-Ordination</p> <p>Worship</p> <p>-some prayers and their meanings, especially the Lord's Prayer</p> <p>The church's year</p> <p>How these events are celebrated in different parts of the world</p> <p>-how buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the</p>	<p>-Christians believe Jesus challenges everyone about how to live</p> <p>-Jesus shows love and forgiveness to unlikely people</p> <p>-Christians try to be like Jesus</p> <p>-Christians try to put his teachings and example in practice in lots of ways, from church worship to social justice</p> <p>Digging Deeper</p> <p>- Christians believe Jesus changes people who pretend to be good and shows love and forgiveness to unlikely people</p>	<p>-Christians see Holy week as the culmination of Jesus' earthly life, leading to his death and resurrection</p> <p>-The various events of Holy week, such as the Last Supper, were important in showing the disciples what Jesus came on earth to do</p> <p>-Christians today trust that Jesus really did rise from the dead, and so is still alive today</p> <p>-Christians remember and celebrate Jesus' last week, death and resurrection</p> <p>Digging Deeper</p> <p>As above.</p>	<p>Judaism: Family Life:</p> <p>- The variety of ways of being Jewish e.g. Orthodox, Ashkenazi, Progressive</p> <p>- The family home including Shabbat, Kashrut and life rituals</p> <p>Festivals and Celebrations:</p> <p>-the calendar</p> <p>-Harvest and Pilgrim festivals</p> <p>- Pesach</p> <p>- Shavuot</p> <p>- Sukkot</p> <p>-Worship and the community</p> <p>-mishkan</p> <p>-Jerusalem</p> <p>-the synagogue</p> <p>-the Magen David</p> <p>Diversity within the Jewish community</p>	<p>Judaism: G-d:</p> <p>- Jewish belief about G-d</p> <p>- G-d is one, good</p> <p>- G-d is the creator</p> <p>- G-d cares for all people</p> <p>Belief exemplified through:</p> <p>- The Shema</p> <p>- First four of the 10 commandments</p> <p>- Psalms and songs</p> <p>- Tenakh stories</p> <p>- Wearing of kippah and tallit</p> <p>Importance of repentance and forgiveness:</p> <p>- Rosh Hashanah</p> <p>- Yom Kippur</p> <p>- The Book of Life</p> <p>The value and expression of gratitude:</p> <p>- Blessing before and after meals</p> <p>- General blessings</p> <p>Torah:</p> <p>-the importance of the Torah</p> <p>- the Tenakh</p> <p>-stories</p> <p>-study of the Torah</p>

	<p>and more about God</p> <ul style="list-style-type: none"> -Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in story, poems and arts, Christian 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>Digging Deeper</p> <ul style="list-style-type: none"> -Jesus, the Son of God, is seen by Christians as revealing what God the father is like 	<p>community</p> <p>The history of the church</p>				
<p>J. Unit Outcomes</p> <ol style="list-style-type: none"> 1. Making sense of the text 2. Understanding the impact 3. Making Connections 	<ol style="list-style-type: none"> 1. Identify the difference between a 'Gospel' which tells the story of life and teaching of Jesus and a letter 1. Offer suggestions about what texts about baptism and Trinity might mean 1. Gives examples of what these texts means to some Christians today 2. Describe how Christians how their beliefs about God the Trinity in worship and in the way they live 3. Make links between some Bible texts studies and the ideas of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like <p>Digging Deeper</p> <ol style="list-style-type: none"> 1. Identify John 1 as part of a 'Gospel' noting some differences between John and 		<ol style="list-style-type: none"> 1. Identify this as part of the 'Gospel' which tells the story of the life and teaching of Jesus 1. Make clear links between the calling of the first disciplines and how Christians today try to follow Jesus and be 'fishers of people' 1. Offer suggestions about what Jesus; actions towards the leper might mean for Christians 2. Make simple links between Bible texts and the concept of Gospel (Good news) 2. Gives examples of how Christianity to show love to all, including how members of the clergy follow Jesus teaching 3. Make links between Bible stories studies and 	<ol style="list-style-type: none"> 1. Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'Big Story' 1. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean 1. Give examples of what the texts studies means to some Christians 2. Make simple links between the Gospel texts and how Christians mark the Easter events in their Church communities 2. Describe how Christians show their beliefs about Palm Sunday, Good Friday and 		

	<p>the other Gospels</p> <ol style="list-style-type: none"> 1. Offer suggestions from what texts about God might mean 1. Give examples of what the text studies mean to some Christians 2. Describe how Christians show their beliefs about God the Trinity in the way they live 3. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly 		<p>the importance of live, and life in the world today, expressing some ideas of their own clearly</p> <p>Digging Deeper</p> <ol style="list-style-type: none"> 1. List two distinguishing features of a parable 1. Make clear links between the story of the Good Samaritan and the idea of the Gospel as Good news 1. Offer some ideas about the meaning of the Good Samaritan story to Christians 2. Make simple links between the Good Samaritans story and the importance of charity in Christian Life 2. Give some example of how Christian act to show that they are following Jesus 3. Make links between se of Jesus teachings about how to live, and life in the world today, expressing some ideas of their own clearly 	<p>Easter Sunday in Worship</p> <ol style="list-style-type: none"> 3. 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 <p>Digging Deeper</p> <ol style="list-style-type: none"> 1. Offer suggestions about what the narrative of 'The Last Supper; Judas betrayal and Peters denial might mean 1. Give examples of what the texts studies mean to some Christians 2. Make clear links between Gospel texts and how Christians remembers, celebrate and serve on Maundy Thursday, including Holy Communion 2. Describe how Christians show their beliefs about Jesus in everyday lives 3. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live 		
K. Enrichment					Visit to Jewish Synagogue (Exeter). Comparison to (KS1 visit to Plymouth).	
L. Cross Curricular	History- Who are important figure heads in religions and	PSCHE- How is water important to religions and	History- What kind of world did the Romans	Geography- Where did Christian Bible stories	History- Who were the important influential figures	Geography- Where are there Jewish Synagogues in

Links (Core non-negotiable standards)	history? Computing- Research influential figureheads	communities? Geography- How is water formed? Geography- Will water last forever?	want? How was Christianity important to the Romans? Geography- Where was the Roman empire in the world?	take place? Why are there certain places that are special to Christians? History/ PSCE- Why have some Christians have to move homes?	in Roman times? Did they hold Christian values? PSCE- Is it Christian to hold/ take part in a war?	England? PSCE- What are the similarities and differences between how Jews follow their religions and Christians?
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	<u>Anglo Saxons</u>	<u>Vikings</u>	<u>Cornwall</u>	<u>Carbon Footprint</u>	<u>Mayans</u>	<u>America</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme and Faith	People of God Faith- Christianity	Curriculum Kernewek Cornwall as a place of spiritual inquiry Cornwall as a place of Christianity Faith- Christianity	Incarnation Faith- Christianity	Salvation Faith- Christianity	How do Hindus express their faith and what does it tell us about their values? Faith - Hindu	Why is pilgrimage important to Hindus? Faith - Hindu
D. Key Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity	SCARE	SCARE
E. Key Question	How can following God bring freedom and justice?	Why is Cornwall as place of Christianity? How is Truro Cathedral important to Christian Cornwall today?	Was Jesus the Messiah?	What did Jesus do to save human beings?	How do Hindus express their faith and what does it tell us about their values?	Why is pilgrimage important to Hindus?
F. Resource Links	Understanding Christianity		Understanding Christianity	Understanding Christianity		

	Picturing Christianity Image Nineteen Pope Francis prays at the security wall, Israel/ Palestine					
G. Key Skills and Understanding - Learning from and about religion	<p>Learning about Religion 1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities</p> <p>Learning from Religion 2d Discuss their own and others views of religious truth and belief, expressing their own ideas</p>	<p>Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significance of religion in the local, national and global communities</p> <p>Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it</p>	<p>1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them</p>	<p>1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them</p> <p>Learning from Religion 2f Reflect on sources of inspiration in their own and others lives</p>	<p>1d Identify and begin to describe the similarities and difference within and between religions</p> <p>Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways</p>	<p>1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources</p> <p>Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses</p>
H. Key Skills and Understanding - Breath of Study	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives d. Teachings and authority: what scared texts and others sources say about God, the world and human life f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes i. religion and the individual: what is expected of a person in following a religion or belief j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes d. Teachings and authority: what scared texts and others sources say about God, the world and human life i. religion and the individual: what is expected of a person in following a religion or belief k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions: how peoples beliefs about the God, the world and others impact on their lives e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites g. symbols and religious expression: how religious and spiritual ideas are expressed j. religion , family and the community: how religious families and</p>	<p>Religions and Beliefs 3b Hinduism</p> <p>Themes g. symbols and religious expression: how religious and spiritual ideas are expressed h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and Opportunities q. developing the use of ICT, particularly in enhancing pupils awareness of religions and beliefs globally</p>	<p>Religions and Beliefs 3b Hinduism</p> <p>Themes e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites</p> <p>Experiences and Opportunities l. encountering religions through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community n. considering a range of human experiences and feelings p. expressing and communicating their own</p>

	<p>Opportunities m. discussing religious and philosophical questions., giving reasons for their own beliefs and those of others n. considering a range of human experience and feelings</p>	<p>o. reflecting on their own and others insights into life and its origin, purpose and meaning</p> <p>Experiences and Opportunities o. reflecting on their own and others insights into life and its origin, purpose and earning</p>	<p>Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	<p>communities practise their faith and the contributions this makes to local life</p> <p>Experiences and Opportunities p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>		<p>and others insights through art and design music, dance, drama and ICT</p>
I. Key Skills and Understanding	<p>Pipils will know that: -The Old Testament pieces together the story of the People of God -The story of Moses and the Exodus shows how God rescue his people from slavery in Egypt: Christians see this story as looking forward to 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 being freedom to others, caring for example, loving others caring for them, bring health, food, justice and telling the story of Jesus</p> <p>Digging Deeper -Christians see the Christian church as the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</p>	<p>Kernewek: Cornwall as a place of Christianity Revise Year 3 Coverage. The Prayer Book Rebellion of 1549 The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall Catholic Emancipation in the 19th century and its effects in Cornwall The foundation of the Diocese of Truro an the importance of the Cathedral for many who live in Cornwall today The translation of the New testament into Cornish (Link to Church Key Stage Two Content- revision of Year 4 unit)</p>	<p>Pupils will know that: -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 relationship between humans and God -The Old Testament talks about a 'rescue' or 'anointed one' a messiah -Christian believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus is the Messiah) -Christians see Jews as their Saviour (salvation)</p> <p>Digger Deeper -The old Testament pieces together the story of the People of God -The story of Moses and the exodus show how God rescued his people from slavery in Egypt -Christians apply this ideas to living today by trying to</p>	<p>Pupils will know that: -Christians read the Bible pointing out the need for God to save people. -The Gospels give accounts of Jesus death and resurrection - The New Testament says that Jesus death was somehow for 'us' -Christians interpret this in different ways (a sacrifice for sin/ death and the devil) paying the punishment as a substitute for everyone's sins , rescuing the lost and leading them to God, leading rom darkness to light -Christians remember Jesus sacrifice through the service of Holy Communion Christian's believe that Jesus calls them to sacrifice their own ends to the needs to others and some are prepared to die for others and for their faith</p>	<p>Concepts, Truths and Values -God - Key Beliefs -Religious Symbols -Gurus and disciples Family, Community and Traditions -Hindu Traditions -The importance of the family -The journey of life</p>	<p>Worship -Puja at home and in the Mandir (temple) -Festivals/ the Hindu Calendar -The importance of pilgrimage (in India) -Stories associated with pilgrimages The development of holy places in Great Britain with a focus on visits to various Mandirs as centres of worship and learning Scriptures -Names and nature of the scares texts -Stories</p>

			serve God and to bring freedom to others -Christians see the Christians Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God	Digging Deeper -The New testament says that Jesus death was somehow for 'us'		
J. Unit Outcomes 1. Making sense of the text 2. Understanding the impact 3. Making Connections	<p>1. Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms</p> <p>2. Make clear connections between Bible texts studies and what Christians believe about being the People of God and how they should behave</p> <p>2. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others</p> <p>3. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful and inspiration, justifying their responses</p> <p>Digging Deeper Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms</p> <p>Identify example of Law texts and suggest how believers might interpret them</p> <p>Show how Christians put their beliefs about living as the People of God into practice in different ways</p> <p>Weigh up how Christian ideas about justice related to the issues, problems and opportunities of their own</p>		<p>1. Explain the place of incarnation and Messiah within the 'bid story' of the Bible</p> <p>1. Identify Gospel and prophecy texts, using technical terms</p> <p>1. Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>2. Show how Christians put their beliefs about Jesus's incarnation into practice in different ways celebrating Christmas</p> <p>2. Comment in how the ideas that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>3. Weigh up how far the ideas that Jesus is the Messiah is important in the world today and what different it might make in people lives</p> <p>Digging Deeper</p> <p>2. Make clear connections between the texts and what Christians believe about Jesus as a Messiah</p> <p>2. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through</p>	<p>1. Outline the timeline of the 'bug story' of the bible explain how incarnation and salvation fit within it</p> <p>1. explain what Christians mean when they say that Jesus death was a sacrifice, using theological terms</p> <p>1. Suggest meanings for narratives of Jesus death/ resurrection, comparing their ideas with ways in which Christians interpret these texts</p> <p>2. Make clear connections between the Christians belief in Jesus's death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper</p> <p>2. Show how Christians put their belief's into practice</p> <p>3. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Digging Deeper</p> <p>1. Explain connection between Isaiah 53, John 19 and the key concepts</p>		

	lives and the world today, developing insights of their own		bringing peace and transformation in the world 3. Weigh up how far the world needs a Messiah, expressing their own insights	of Messiah, Sacrifice and Salvation 2. Taking account of the context suggest meanings for Isaiah 53 and John 19 and compare their ideas with ways in which Christians interpret these texts as showing the ideas of Jesus as sacrifice 2. Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation and how Christians follow Jesus example 3. Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking		
K. Enrichment		Visit to local Methodist Church. (Extension from KS1 Building visit). Visit to Truro Cathedral.				Visit to Hindu Temple (Exeter).
L. Cross Curricular Links (Core non-negotiable standards)	PSCHE- What do the terms freedom and justice mean? Do you have to be Christians to support freedom and justice?	Geography- Where are the special places in Cornwall? History- What rituals did the Viking have? What rituals do Christians have? PSCHE- What makes a place special?	History- Who are the influential figures in Cornwall? PSCHE- Do you have any influential figures in your life? How do they shape your life? What do we mean by the term 'Hero'?	Science- What is important to look after our planet? Geography- Where and how can we look after our planet? PSCHE- Why do community groups work together for our planet? Computing- Use media to influence/ support a community campaign	History- How have different cultures expressed their faith and belief? PSCHE- What do we mean by rituals?	PSCHE- What do we mean by the word pilgrimage? History- Explore other groups of people that have made pilgrimages
M. Assessment Pathway	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and understanding	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and	Elicitation task (at the beginning of a unit) On-going teacher assessment of knowledge skills and

	Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	understanding Written Evidence Observational Notes Self- Initiated Learning in Classroom Provision Floor books Multi Media evidence (2 simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	<u>Battle of Britain</u>	<u>Our Changing World</u>	<u>Through the Decades</u>	<u>Rivers and Mountains</u>	<u>Market Traders</u>	<u>Where in the World is London?</u>
A. Cornwall Agreed Syllabus 2014 Page Reference	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45	PP36-45
B. Academy Aims Link	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity	ADMAT: Accelerating and sustaining children's progress towards higher achievement. Ensuring achievement gaps for disadvantaged children are addressed. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Create Challenge, Develop Citizenship, Community, Encourage Creativity
C. Theme and Faith	Creation/ Fall	The Bible and The Christian Way of Life	Gospel	Salvation	Why are the prophets of God important to Muslims? Faith- Islam	What more can we learn about the Muslim Faith? Faith - Islam
D. Key Reference	Understanding Christianity	SCARE	Understanding Christianity	Understanding Christianity		
E. Key Question	Creation and Science: Conflicting or complementary?	How do Christians use the Bible as part of their way of life?	What would Jesus do?	What difference does the resurrection make for Christians?	Why are the prophets of God important to Muslims?	What more can we learn about the Muslim Faith?

F. Resource Links	Understanding Christianity	<p>Picturing Christianity Image Seventeen Rev, Dr Martin Luther King preaching in Memphis, 1986</p> <p>Picturing Christianity Image Twenty All Souls Day, Bangladesh</p> <p>Image Twenty One/ Two Christchurch Cathedral: after the earthquake</p> <p>Image Twenty Four Christ in Glory</p>	<p>Understanding Christianity</p> <p>Picturing Christianity Image Nine</p> <p>Children's Prayer, Rwanda</p>	<p>Understanding Christianity</p> <p>Picturing Christianity Image Twelve Bread and Wine on the Beach</p> <p>Picturing Christianity Image Fourteen The crucifixion of the Lord in the Oberammergau passion play</p> <p>Image Fifteen The night before the resurrection, Manila, The Philippines</p> <p>Image Sixteen Visiting the Garden Tomb in Jerusalem</p>		
G. Key Skills and Understanding - Learning from and about religion	<p>Learning about Religion 1a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 1g Describe how people seek to communicate with God and how this informs the language of prayer; and, how the seek to communicate their beliefs within and beyond their communities</p> <p>Learning from Religion 2d Discuss their own and others views of religious truth and belief, expressing their own ideas</p>	<p>Learning about Religion 1b Identify the key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present 1e Investigate the significance of religion in the local, national and global communities</p> <p>Learning from Religion 2b Reflect on the impact of living in Cornwall and how this place helps to form their's and other' view of the world and the place of religion within it</p>	<p>1h Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>Learning from Religion 2e Reflect on ideas of right and wrong and their own and other's responses to them</p>	<p>1c Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 1f Consider the range of forms of religious expression, understand why they are important in religion and note links between them</p> <p>Learning from Religion 2f Reflect on sources of inspiration in their own and others lives</p>	<p>1d Identify and begin to describe the similarities and difference within and between religions</p> <p>Learning from Religion 2b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in different ways</p>	<p>1i Use specialist vocabulary in communicating their knowledge and understanding J Use and interpret information from religions from a range of sources</p> <p>Learning from Religion 2a reflect on what it means to belong to a faith community, communicating their own and other's responses</p>
H. Key Skills and Understanding - Breath of Study	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions:</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes i. religion and the</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes d. Teachings and authority:</p>	<p>Religions and Beliefs 3a Christianity</p> <p>Themes c. beliefs and questions:</p>	<p>Religions and Beliefs 3b Islam</p> <p>Themes g. symbols and religious</p>	<p>Religions and Beliefs 3b Islam</p> <p>Themes e. worship, pilgrimages and</p>

	<p>how peoples beliefs about the God, the world and others impact on their lives</p> <p>d. Teachings and authority: what scared texts and others sources say about God, the world and human life</p> <p>f. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death</p> <p>h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and Opportunities</p> <p>m. discussing religious and philosophical questions., giving reasons for their own beliefs and those of others</p> <p>n. considering a range of human experience and feelings</p>	<p>individual: what is expected of a person in following a religion or belief</p> <p>j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life</p> <p>k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p> <p>o. reflecting on their own and others insights into life and its origin, purpose and meaning</p> <p>Experiences and Opportunities</p> <p>o. reflecting on their own and others insights into life and its origin, purpose and earning</p>	<p>what scared texts and others sources say about God, the world and human life</p> <p>i. religion and the individual: what is expected of a person in following a religion or belief</p> <p>k. beliefs in action in the world how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment</p> <p>Experiences and Opportunities</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	<p>how peoples beliefs about the God, the world and others impact on their lives</p> <p>e. worship, pilgrimages and scared places where, how and why people worship, including at particular sites</p> <p>g. symbols and religious expression: how religious and spiritual ideas are expressed</p> <p>j. religion , family and the community: how religious families and communities practise their faith and the contributions this makes to local life</p> <p>Experiences and Opportunities</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>	<p>expression: how religious and spiritual ideas are expressed</p> <p>h. inspirational people: figures from whom believers find inspiration</p> <p>Experiences and Opportunities</p> <p>q. developing the use of ICT, particularly in enhancing pupils awareness of religions and beliefs globally</p>	<p>scared places where, how and why people worship, including at particular sites</p> <p>Experiences and Opportunities</p> <p>l. encountering religions through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p> <p>n. considering a range of human experiences and feelings</p> <p>p. expressing and communicating their own and others insights through art and design music, dance, drama and ICT</p>
I. Key Skills and Understanding- Key Content	<p>Pupils will know that:</p> <ul style="list-style-type: none"> -There is much debate and some controversy around the relationships between the account of creation in Genesis and contemporary scientific accounts -These debates and controversies relate to the purpose and interpretation of the texts- e.g. 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 	<p>SCARE</p> <p>The Bible</p> <p>The nature of the Bible</p> <p>Versions of the bible in English</p> <p>The Bibles includes (Old and New Testament), The Apocrypha (in some traditions)</p> <p>Types of writing</p> <p>Uses of the Bibles – personal, public and the basis for art, songs and culture</p> <p>The Christian Way of Life</p> <p>God and humanity- beliefs</p> <p>Beliefs, values and</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 changing bad behaviour – Jesus offers a way to heal the damage done by human sin -Christians see that Jesus’s teachings and example cut across expectations- (The Sermon on the Mount) -Christians believe that they should bring this good news to life in the world in different ways <p>Digging Deeper</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> -Christian read the ‘Big Story’ of the Bible as pointing the need for God to save people. 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 death is not the end -The belief gives Christian hope for life with God, starting now and continuing in a new life (Heaven). 	<p>Islam:</p> <p>Tawhid (oneness of Allah)</p> <ul style="list-style-type: none"> - Allah’s attributes revealed in the Qur’an - Signs of Allah’s creation through nature - Human beings as the best of Allah’s creations <p>Allah’s guidance through Messengers and Books</p> <p>Iman (the six articles of Faith)</p> <ul style="list-style-type: none"> - The unity of God - The angels of God - The books of God especially the Qur’an - The prophets of God especially Muhammad 	<p>Islam:</p> <p>Ibadah (Worship and Belief in practice)</p> <ul style="list-style-type: none"> - The five pillars of Islam (Shahadah, Salah, Sawm, Zakah, Hajj) <p>Hajj: - The pilgrimage to Makkah held every year and the obligation for a Muslim to go on Hajj once in a lifetime if able</p> <p>Akhlaq (Character and moral conduct)</p> <p>Family Life</p> <ul style="list-style-type: none"> - Life events such as the birth of a child, marriage and death

	<p>make Christians wonder even more about the power and majesty of the Creator</p> <p>Digging Deeper</p> <ul style="list-style-type: none"> -There are many scientists through history and now who are Christians -The discoveries of science make Christian wonder even more about the power and majesty of the Creator (Creation reveals something about the nature of God and remind humans of their place as dependent upon the creator) 	<p>experiences- the foundations of Christians morality</p> <p>Key Christian Values (fruit of the Spirit)</p> <p>Personal and corporate commitment and actions- Christian organisations</p> <p>Significant Life events – birth, marriage, death. Attitudes to death, All Souls Day</p>	<p>-Jesus' good news transforms lives now but also points towards a restores transformed life in the future</p>	<p>Digging Deeper</p> <p>As above.</p>	<ul style="list-style-type: none"> - The Day of Judgement - The supremacy of Gods will (pre-destination) Source of Islam -Qur'an -Sunnah- the custom and practice of the Prophet -Muhammad -Hadith-the record of the sayings and actions of the Prophet Muhammad -Stories from Sunnah, Hadith and Sirah <p>Books of Guidance:</p> <ul style="list-style-type: none"> - The Qur'an as the final revelation and ultimate source of guidance - Muslims recognise other books of guidance from God e.g. Torah scrolls - How the Qur'an was revealed <p>Messengers of Allah:</p> <ul style="list-style-type: none"> - The prophet Muhammad and his key role as the final prophet recipient of the final Divine revelation in the Arabic language -Other prophets associated with books of guidance e.g. Ibrahim, Musa, Dawud and Isa <p>Angels</p> <ul style="list-style-type: none"> -Created by Allah -obedient to Allah e.g. Jibriel -will no fee will <p>Akhira:</p> <ul style="list-style-type: none"> - Belief in the hereafter 	<ul style="list-style-type: none"> - Leadership roles of father and mother within the family -Roles and responsibilities of all family members, the importance of looking after orphans - Features of living in a Muslim family e.g. facilities for wudu, salah and dietary requirements - The importance of cleanliness and patience <p>Social Life</p> <ul style="list-style-type: none"> - Role of the mosque as social, religious, educational and welfare centre - The three most important mosques in the world for Muslims -Feeding the poor and needy -Meaning of Ummah in Islam - People with responsibility in the community e.g. Ulama (scholars) - Respect for teachers, elders, the learned and the wise
<p>J. Unit Outcomes</p> <ol style="list-style-type: none"> 1. Making sense of the text 2. Understanding the impact 	<ol style="list-style-type: none"> 1. Outline the importance of Creation on the timeline of the 'big story' of the Bible 1. Identify what types of text some Christian say 		<ol style="list-style-type: none"> 1. Identify features of Gospel texts 1. Taking account of context, suggesting meanings of Gospel texts studies and compare their 	<ol style="list-style-type: none"> 1. Outline the timeline of the 'Big Story' of the Bible explaining the place within it of the ideas of incarnation and Salvation 1. Suggest meanings for 		

<p>3. Making Connections</p>	<p>Genesis 1 is and its purpose</p> <ol style="list-style-type: none"> 1. Suggest what Genesis 1 might mean and compare their ideas with ways in which Christian interpret it, showing awareness of different interpretations 2. Make clear connections between Genesis 1 and Christian belief about God as Creator 2. Show understanding of why many Christians find science and faith go together 3. Identify key ideas arising from their study of Genesis 1 creation narrative is in conflict, or is complementary, with scientific account <p>Digging Deeper</p> <ol style="list-style-type: none"> 1. Identify the type of text Psalm 8 is and its purpose 1. Explain why Psalm 8 has to say about the idea of God as Creator and the place of humans in creation 2. Make clear connections between Psalm 8 and some ways Christians respond to God as creator 2. Show understanding of why some Christians find science and faith compatible 3. Respond to the ideas that humans have great responsibility for the Earth 3. Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints 		<p>ideas with ways in which Christian interpret biblical texts, showing awareness of different interpretations</p> <ol style="list-style-type: none"> 2. Make clear connections between Gospel texts, Jesus 'Good news' and how Christian live in the Christian community and in their individual lives 3. Relate biblical ideas, teachings or beliefs 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 <p>Digging Deeper</p> <ol style="list-style-type: none"> 3. Relate Gospel ideas, teachings or beliefs 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 	<p>resurrection accounts and compare their ideas with way in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection</p> <ol style="list-style-type: none"> 1. Explain connections between Luke 24 ad the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope using theological idea 2. Make clear connections between Christian belief in the resurrection and how Christians worship on Good Friday and Easter Sunday 2. Show how Christians put their beliefs into practice in different ways 3. Explain why some people find belief in the resurrection makes sense and inspires them 3. 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 <p>Digging Deeper</p> <ol style="list-style-type: none"> 1. Explain connections between biblical texts used at funerals and he core concepts of Gospel, Salvation and Hop using Theological terms 1. Taking account of the contexts, suggest meaning for the selected texts and compare their seas with ways in which Christian interpret these test, 		
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				<p>showing awareness of how these are used at funerals</p> <p>2. Make clear connections between the Christian concept of resurrection and what Christians believe about hope and life after death, and how they show this in their church communities</p> <p>2. Show how Christian belief in resurrection and life after death make a difference in their lives</p> <p>3. Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own</p>		
K. Enrichments						Visit to a Mosque. (Exeter/ London).
L. Cross Curricular Links (Core non-negotiable standards)	<p>PSCHE- Is democracy important?</p> <p>Conflicts/ dilemma – Values/ Conflict</p> <p>History- What have different countries/ religions engaged in war?</p>	<p>Science- How is our planet changing?</p> <p>History- What is important to remain about the past?</p> <p>PSCHE- Is there any important to refer to for a good life? Well run school or community group?</p>	<p>History- What can we learn from the past?</p> <p>PSCHE- Are there influential figures that have influenced your behaviour or the behaviour of others?</p>	<p>PSCHE- What important rituals are there for different religions and cultures?</p>	<p>History- Are there influential figures that we can learn from because of their mistakes?</p> <p>PSCHE- How and why are religions different to each other? Why do people follow different religions?</p>	<p>History- What can we learn from mistakes in the past history of England and the world?</p> <p>PSCHE- What different religions and cultures can be found in England? What do we mean by British Values?</p>
M. Assessment Pathway	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>	<p>Elicitation task (at the beginning of a unit)</p> <p>On-going teacher assessment of knowledge skills and understanding</p> <p>Written Evidence</p> <p>Observational Notes</p> <p>Self- Initiated Learning in Classroom Provision</p> <p>Floor books</p> <p>Multi Media evidence (2)</p>

	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment	simple/ other) Outdoors/ Role Play Participation in performances End of unit assessment
RE Council of England 2013 Outcomes for 11	Knowledge and understanding of Christianity		Expression and communication of ideas		Gaining and deploying the skills of religious study	
	<ul style="list-style-type: none"> -Make connections between different features of Christian story, belief and practice -Respond thoughtfully with their own ideas to Bible teaching and stories -Describe and understand a range of Christian beliefs and practices 		<ul style="list-style-type: none"> -Explain with reasons some meanings of Christians stories, symbols, rituals and practices -Suggest reasons for commitment: why are Christians committed to their faith? What about their own commitments? –Consider how to describe the Christian religion referring to beliefs, practice, community and commitment, relating to their own beliefs and ideas 		<ul style="list-style-type: none"> - Present ideas and views about Christians thoughtfully and in different creative ways -Consider how Christians should live with others how are different -Discuss and apply ideas about Christians values such as forgiveness, love, sacrifice or spirituality 	