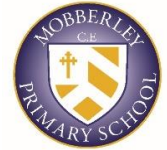


# Moberley Church of England Primary School



## 'Open Hearts, Open Minds, Open Doors'

### Matthew 7:7

"Ask and it will be given unto you; seek and you will find; knock, and the door will be opened to you."

<b>Compassion</b>	<b>Courage</b>	<b>Perseverance</b>	<b>Respect</b>	<b>Honesty and Truthfulness</b>	<b>Friendship</b>
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### Year 4 Religious Education and Worldviews Long Term Plan

Term	<u>Golden Threads</u>	<u>Enquiry Questions</u>	<u>Concepts/ Vocabulary</u>	<u>Statutory End of Key Stage Statements</u>
<b>Unit Name</b>  <b>Religions Covered</b>		<b>Colour coded Enquiry Questions</b> Red= Theology Green= Human and Social Sciences Blue= Philosophy Purple=Other		
<b>Autumn Term 1</b>  <b>How do beliefs shape people's lives? How have they changed over time?</b>  <b>Christianity</b>	<b>Personal Belief</b>  <b>Authority</b>	How do beliefs shape people's lives? How do they differ? What does it mean to a Christian to live according to what the Bible says? What do other religions/ non-religious groups say you should believe? Does love really exist and can it change the world?	Bible Sacred Text Prodigal Son Parable of the Sower Lord's Prayer The 2 most important Commandments Torah Qu'ran Guru Granth Sahib Golden Rule	21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. <i>(Use examples from different traditions)</i> . Compare and contrast different Christian places of worship. 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer'). <i>(Use examples from different traditions)</i> .

<p><b>Autumn Term 2</b>  <b>What do different Christians believe God is like?</b></p> <p><b>Incarnation/God</b>  Taught using Understanding Christianity Unit Lower Key Stage 2 /Unit 2A.3</p> <p><b>Christianity</b>  <b>What is the Trinity (UC)</b></p>	<p><b>God, the world and self</b></p> <p><b>Authority</b></p>	<p><b>What does Christian art teach us about the Trinity?</b>  <b>Why is Jesus seen as King, Saviour and brother?</b>  <b>Why do Christians say 'Father, Son and Holy Spirit'?</b></p> <p><b>What do different Christians believe God is like?</b></p> <p><b>Why do some people not believe in God?</b>  <b>What do Humanist philosophers say about God? What do I think?</b></p>	<p>Trinity  God the Father  God the Son  God the Holy Spirit  King  Saviour  Brother</p> <p>Humanist</p>	<p>17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity).<i>(Use examples from different traditions).</i></p> <p>18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel'.</p> <p>19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Christmas</p> <p>38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. <i>(Use examples from different traditions).</i></p>
<p><b>Spring Term 1</b></p> <p><b>How have Muslims contributed to local and global society?</b></p> <p>Qu'ran/Ramadan/ artefacts/Id-il-Fitr/ Mosque  Mohammad  Muslims in historical global achievement</p> <p><b>Islam</b></p>	<p><b>Religious and Non-religious Worldview in the wider world</b></p> <p><b>Belonging and Celebration</b></p>	<p><b>How have Muslims contributed to local and global society?</b>  <b>Is Mohammad important to all Muslims?</b></p> <p><b>How have Muslims contributed to local and world history? (Historical questioning)</b></p> <p><b>How do other religious groups contribute to society? (Sociological questioning)</b></p>	<p>Qu'ran  Muslim  Prayer mat  Ramadan  Mosque  Mohammad  Celebration of Id-ul Fitr  Human rights  Ethics  Values  Society</p>	<p>27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of 'Allah' (God). <i>(Use examples from different traditions).</i></p> <p>28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. <i>(Use examples from different traditions).</i> Compare different mosques.</p>
<p><b>Spring Term 2 pt 1 (approx. 3-4 weeks)</b></p> <p><b>Where do religious ideas come from?</b></p> <p><b>Judaism</b>  (Make links with other religious and non-religious teachings)</p>	<p><b>Religious and Non-religious Worldview in the wider world</b></p>	<p><b>What makes something sacred or holy for some people?</b></p> <p><b>How does following a set of rules make you a good person?</b></p> <p><b>How and why is the Torah important to Jews?</b></p> <p><b>Where do we get our beliefs from? 'Nobody stands nowhere'</b>  <b>What makes you, you? How do I know what to believe?</b></p>	<p>Covenant  Promises  Rules  Torah  Messiah  Fulfilment  Commandments</p>	<p>32. Explain two key aspects of the 'covenant' God made with the Jews. Make reference to key texts e.g. Abraham.</p> <p>33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.</p> <p>34. Identify ways in which the Jews show respect for the Torah.</p> <p>36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings.</p> <p>37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.</p>

<p><b>Spring Term 2 pt 2</b> (approx. 3 weeks)</p> <p><b>Salvation</b></p> <p>Understanding Christianity Unit – Digging Deeper Learning Section Lower Key Stage 2 /Unit 2A.5</p> <p><b>Christianity</b></p> <p>Why do Christians call the day Jesus died ‘Good Friday’? (UC)</p>	<p><b>God, the world and self</b></p> <p><b>Marking Life’s Journey</b></p>	<p>Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>What might the narrative of the Last Supper; Judas’ betrayal and Peter’s denial mean?</p> <p>How do the Gospel texts (Maundy Thursday/Last Supper) link to how Christians remember (Holy Communion)?</p>	<p>Salvation Holy Week Good Friday Crucifixion Betrayal Denial Trust Forgiveness Resurrection Ministry Holy Communion Eucharist</p>	<p>19. Describe and suggest reasons why most Christians call Jesus ‘Saviour’ using references from some key texts studied, e.g. Easter</p>
<p><b>Summer Term 1</b></p> <p>Why is attention to community and equality important to many Sikhs?</p> <p><b>Sikhi</b></p>	<p><b>Belonging</b></p> <p><b>Authority</b></p> <p><b>Personal belief</b></p>	<p>Why is attention to community and equality of all humans important to Sikhs?</p> <p>How do Sikhism stories e.g. ‘The Donkey and the Tiger Skin’ help outline the principles and practices of Sikhism?</p> <p>How is the one-ness of humanity and creation emphasised and interlinked?</p> <p>How can our own personal beliefs and ideas impact our eco actions?</p>	<p>Waheguru Ik Onkar Mool Mantar Guru Granth Sahib Guru Nanak Guru Arjan Guru Gobind Singh Khalsa Wood Equality Community Humanity Creation</p>	<p>35.Explain how Sikhs welcome babies, suggesting differences and similarities between different groups. Compare and contrast other religious and non-religious ceremonies.</p> <p>36.Explain why sources of authority are important to religions and link ideas to other sacred texts/non-religious teachings.</p> <p>37.Describe what religions can learn about God from stories.</p> <p>39.Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present.</p> <p>40.Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.</p>
<p><b>Summer Term 2 pt 1</b> (approx. 3 weeks)</p> <p>What kind of world do we want to live in? What impact can I have?</p>	<p><b>Religious and Non-religious</b></p> <p><b>Worldview in the wider world</b></p>	<p>What kind of world do we want to live in? What impact can I have? How do people of religious/non-religious worldviews respond to world poverty?</p>	<p>Almsgiving Aid Zakat Ummah Generosity Charity Fellowship</p>	<p>29.Explain how Muslims organisations help people in need.</p> <p>39.Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present.</p>

<p><b>How do we respond to world poverty?</b></p> <p><b>Cross Religious and Worldviews</b></p>		<p>Is it always right to give charity?</p> <p>Aid Agencies: How and why do people within religions/worldviews (use 3 traditions) work for justice and equality? (Anthropology)</p>	<p>Justice Stewardship Poverty Justice Equality Tithing</p>	<p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.</p>
<p><b>Summer Term 2 pt 2</b> (approx. 3-4 weeks)</p> <p>How does having a religious/non-religious world view affect the way we should care for the planet?</p> <p><b>Humanism</b> (Make links with other religious and non-religious teachings)</p>	<p><b>Religious and Non-religious Worldview in the wider world</b></p> <p><b>Personal Belief</b></p>	<p>How does having a religious/non-religious worldview affect the way we should care for the planet? What is my response?</p>	<p>Climate change Eco friendly Places of worship Creation Equality Community Sustainable</p>	<p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (<i>Use examples from different viewpoints</i>). Identify the impact for religious/non-religious groups on society past and present. 40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.</p>

<b>Essential Content: Christianity</b>
17. Explain that most Christians see God as ‘three in one,’ (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions).
18. Explain what Christians can learn about Jesus from the nativity stories, e.g. ‘God with us ‘Emmanuel’.
19. Describe and suggest reasons why most Christians call Jesus ‘Saviour’ using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.
20. Explain with reference to the creative arts how God has a salvation plan for humans.
21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different traditions). Compare and contrast different Christian places of worship.
22. Compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians.
23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’). (Use examples from different traditions).
<b>Essential Content: Islam</b>
24. Explain how Muslims describe Allah, eg using 99 names.
25. Know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God). (Use examples from different traditions).
26. Recall five key facts about the story of the ‘Night of Power’ - Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.
27. Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God). (Use examples from different traditions).
28. Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions). Compare different mosques.
29. Explain how Muslims organisations help people in need.
<b>Essential Content: Judaism</b>
30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions).
31. Explain the key events in a Jew’s life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
32. Explain two key aspects of the ‘covenant’ God made with the Jews. Make reference to key texts e.g. Abraham.
33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.
34. Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions).
<b>Cross Religious/Non-Religious Viewpoints</b>

35.Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.
36.Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. <i>(Use examples from different traditions)</i> .
37.Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.
38.Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. <i>(Use examples from different traditions)</i> .
39.Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. <i>(Use examples from different viewpoints)</i> . Identify the impact for religious/non-religious groups on society past and present.
40.Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.