

Autumn 1 Year 4 Religious Education Overview

Key facts

In this unit of work the children will learn the following key facts:

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

Resources

The Bible

The story of Noah

Videos and artwork relating to the Old Testament

What is it like for someone to follow God?

Brief summary/ overview

The children will be introduced to the Bible as the Christian Holy Book. They will learn to navigate the Bible and will use the story of Noah to explore promises made between God and humanity.

Prior Knowledge

Christians believe in God and that Jesus was God's son.

The Bible is the Christian Holy Book.

Celebrations include Christmas and Easter.

Key Vocabulary

God

Jesus

Bible

Christian

Testament

Promise

Cross curricular links/visits

English – story writing
Interpreting art
Historical time lines

Autumn 2 Year 4 Religious Education Overview

Key facts

Key facts children will learn:

Make sense of belief:

- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now

Understand the impact:

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Resources

The Bible

BBC Bitesize – My Life My Religion

For Christians, what was the impact of Pentecost?

Brief summary/ overview

Children will learn about the event of Pentecost, bringing to life their understanding of the Holy Trinity so far.

They will make links between Pentecost and Christmas and will develop an understanding of why and how Christians celebrate the period of advent.

Prior Knowledge

Children have explored the concept of the Holy Trinity and what this means to Christians.

Key Vocabulary

Pentecost
Holy Spirit
Advent
Christmas

Cross curricular links/visits

Art English
Music
Drama

Spring 1 Year 4 Religious Education Overview

Key facts

Key facts children will learn:

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God

Understand the impact: • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship

Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

What do Hindus believe God is like?

Brief summary/

In this unit we explore the Hindu belief that Brahman is God and that he created the universe.

We will explore how deities are used to demonstrate features of Brahman and how these are incorporated into Hindu home life and used in shrines.

We will begin to explore the theory of life cycles and the belief of reincarnation.

Prior Knowledge

Children will have learnt the story of Diwali and will have revisited it across year groups.

Reception year group had a visit from Sohan to bring Hinduism to life.

Key Vocabulary

Hindu Hinduism Brahman
Deity Vishnu Shiva aum
life cycle

Cross curricular links/visits

Art – images of deities
Music – songs of worship
English – retelling the story of Diwali.

Resources

BBC – My Life My Religion clips

Spring 2 Year 4 Religious Education Overview

Key facts

Key facts children will learn:

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make sense of belief:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Resources

BBC – My Life My Religion clips
Artefacts e.g. deities, aum symbol.

What does it mean to be Hindu in Britain today?

Brief summary/ overview

Children will explore how Hindus incorporate their beliefs into every day life.

They will explore and discuss how children their own age life a Hindu life and what elements are part of a journey of growth in the Hindu faith.

Children will identify the Hindu temple as the Mandir and see how the community accesses this.

Prior Knowledge

Children have studied how Hindus worship in the home and that deities are used to represent aspects of Brahman – the Hindu god.

Key Vocabulary

Hindu Hinduism Brahman
aum life cycle Sanatan Dharma
eternal way moksha karma
mandir

Cross curricular links/visits

Art – representations of moksha
English – explanations of karma and what this means to Hindus.

Summer 1 Year 4 Religious Education Overview

What is the 'Trinity' and why is it important for Christians?

Key facts

Key facts children will learn:

Make sense of belief:

- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains
- Offer suggestions about what texts about baptism and Trinity mean
- Give examples of what these texts mean to some Christians today

Understand the impact:

- Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

Make connections:

- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Prior Knowledge

Children have learnt the story of Pentecost and how Christians believe this to be the start of the Christian church. They understand the holy trinity to be God the father, the son and the holy spirit.

Key Vocabulary

Baptism baptised holy trinity
cleansed emerged gospel

Brief summary/ overview

Children will understand what happens during a baptism service.

Children will learn why baptism is important in the Christian faith and how it can be seen as part of life's journey.

Resources

The Bible
Images of baptism
Bible stories in varying format
A visit to local churches

Cross curricular links/visits

History – church buildings
Geography – river used for baptism
Art – images of baptism

Summer 2 Year 4 Religious Education Overview

Key facts

Key facts the children will learn:

Make sense of belief:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place

Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)

- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

Make connections:

- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Resources

Religious stories
Charities and their purpose
Role models (eg. Mother Theresa) and their work

How and why do people try to make the world a better place?

Brief summary/ overview

Throughout this unit, children will make connections with learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?

Prior Knowledge

Children will have explored the concept of good and evil in several religions and faiths. They will explore ways in which religious faith encourages its believers to follow a path of what is right.

Key Vocabulary

good
sin evil
karma
charity

Cross curricular links/visits

PHSE – the role of a charity worker and also making good decisions