



YEAR 6

People of God

Gospel

Judaism

Hinduism

Salvation

Kingdom of God

What can pupils already know/do/understand? *

Non-Negotiable lessons

- If possible, start with the video
- Prince of Egypt to begin the unit.
- Consolidate the story and identify the main themes e.g. suffering, freedom etc...
- Moses/Pharaoh conscience alley
- Understanding the impact of the 10 commandments
- The story of Exodus as an inspiration to others
- Christian charities that bring about freedom and justice
- Answer Question

- WWJD? Understanding that JC's words give Christians foundation for living
- Sermon on the Mount
- How do Christians demonstrate Jesus' teachings?
- WWJD? Prayer and Healing
- WWJD? Forgiveness
- WWJD? - generosity

What do I believe?

What do Jewish people believe?

Why was Moses so important to Jewish people?

How is Passover celebrated by Jewish people?

What is Shabbat?

What happens in a synagogue?

How did the Holocaust affect Jewish people and their beliefs

- What is Moksha?
- To understand the Bhagavad Gita (Hindu Text)
- How does the Bhagavad Gita help Hindus in life?
- Pathways to Moksha
- Which spiritual pathway is practised most in the Hindu community?
- Explain how the pathways help Hindus reach Moksha? (assessment)

- Freeze Frame recap Resurrection account. What evidence is there Jesus was resurrected?
- Life of Jesus
- Were the Gospels made up?
- Christian worship of Good Friday and Easter Sunday
- Visit Church Debate- How does believing in the resurrection make a difference to how people live today?

- What is our world like and what is the Kingdom of God?
- Parables of the Feast and Tenants in the Vineyard
- What is the Kingdom of God like?
- Research and write about community projects that could change the world
- If I were the King/Queen of the world...

Cross Curricular Opportunities Creativity

English Year 6 text 'Holes'

Charity events at Christmas

Year 6 Topic

Year 6 Topic

English - Debate

Persuasive writing

Delivery timescale

Lessons taught individually or block equivalent of 6-7 hours for the unit.

Enquiry Approach (Compassion)

How can following God bring freedom and justice?

What would Jesus do?

What does it mean to be persecuted for your religion

What spiritual pathways to Moksha are written about in Hindu scriptures?

What difference does the resurrection make to Christians?

What kind of king is Jesus?

Vocab

Freedom, justice, discrimination, suffering, service

Vulnerable, healing, community, awareness, prayer

Pesach, Shabbat, Synagogue, kosher, Torah, Rabbi, Holocaust

Moksha Pathway Krishna Yoga (spiritual), Bhagavad

Hope, sacrifice, incarnation, salvation, resurrection

Parable, Kingdom of God, Inspiration

Community Opportunities Community

Singing at an Old people's home

Attend talk by WWII survivors and families

Watch Year 5 Easter Performance

Write letters -raise awareness of those facing injustice

Knowle CE Primary Academy Curriculum Map: Year 6 Religious Education

Utilise other appropriate opportunities for the application and practice of taught skills/knowledge

Assessment Criteria - Insight Tracker By the end of each unit all children should be able to:	
<ul style="list-style-type: none"> - <u>How can following God bring freedom and justice?</u> - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. - 	<ul style="list-style-type: none"> - <u>What would Jesus do?</u> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings, or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
<ul style="list-style-type: none"> - <u>How can we better understand Jewish beliefs and practises?</u> • Describe what personal beliefs are held and why • Describe and explore the real importance of the Torah for the Jews • Understand the significance of the story of the exodus for Jewish people today • Reflect on their feelings of Jewish people within the events of a celebration (Passover) • Describe and question what shabbat contributes to the Jewish pattern of life • Explore similarities and differences between synagogues • Explore how the events of the holocaust affected the Jewish faith and beliefs. 	<ul style="list-style-type: none"> <u>What spiritual pathways to Moksha are written about in Hindu scriptures?</u> • Describe what a Hindu might learn about the nature of God from stories of Krishna as a child • Describe some of the things which different Hindus do to show devotion to Krishna • Use words like 'devotion, chanting and offering' to describe ways Hindus offer worship to Krishna • Compare some of the things that influence me with the idea that Bhagavad Gita influences Hindus • Ask important questions about whether life has a destination and compare ideas with others • Link ideas of things it is important for me and others to 'fight' for with how I think and behave.

Knowle CE Primary Academy Curriculum Map: Year 6 Religious Education

<ul style="list-style-type: none">- <u>What difference does the resurrection make to Christians?</u>- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.- Suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.- Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today	<ul style="list-style-type: none">- <u>What kind of king is Jesus?</u>- Explain connections between biblical texts and the concept of the Kingdom of God.- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether the world could or should learn from- Christian ideas.
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