

Knowle CE Primary Academy

Curriculum Map: Year 5 Religious Education

DEEP DIVE

Credibility

YEAR 3	Fall	Incarnation	God	Salvation	Islam	
	What can pupils already know/do/understand? *					
Non-Negotiable lessons	1. Reflection on creation - who created it? 2. Interpretation of the Genesis account 3. Introduction of the scientific account of the Cosmos 4. Christian beliefs of creation 5. Debate - Explain the role Genesis has in science 6. Answer - debate	1. Put Jesus' birth into context of the time using 'Big Story' 2. Evidence of Jesus is the Messiah in the OT texts? 3. What evidence is there that Jesus fulfilled the OT prophecy in the NT texts? 4. What is the real meaning of Christmas? 5. How do Christians put their beliefs in to action? 6. Debate - 'Not everyone thinks Jesus is the saviour from God, but why might people think the world needs one?	1. Build a God 2. Features of God from the OT and NT 3. How do Christians celebrate nature of God in Church architecture? 4. Worship of God's nature through music, dance etc.. 5. Is there a God? 6. How can God's nature, as Loving make a difference to the world?	1. What are you prepared to sacrifice? 2. Holy week through artwork - discussion and responses. 3. Christian understanding of why Jesus died for us 4. Celebration of the sacrifice Jesus made for us 5. Alternative ways to celebrate the salvation Jesus brought for us 6. Answer	1. Who is Mohammad and how did he teach? 2. What are the 5 pillars of Islam? 3. What is prayer and how do Muslims pray? 4. To understand differences and similarities between Muslims and Christians 5. Why is Hajj one of the 5 Pillars? 6. Why is Zakeh important for Muslims?	1. What does it mean to reveal something? 2. How do Muslims show respect to the Qur'an? 3. What happened in Cave Hira? 4. What do the words of the Qur'an reveal? 5. How does the Muslim community guard the revelation of Allah? 6. How does Allah's guidance affect how a Muslim lives their lives?
Cross Curricular Opportunities Creativity	Topic Science of Space Comprehension of Biblical texts	- English - narrative writing and comprehension of biblical texts	Structured Debate and extended writing	Drama and extended writing	PSHE -	English - reciting poetry
Delivery timescale	- Lessons taught individually or block equivalent of 6-7 hours for the unit. NB The above may show 5 lessons but please check planning for any 'double' lessons and allow at least the 6- 7 hours per topic					
Enquiry Approach (Compassion)	Creation and science: conflicting or complementary?	Was Jesus the Messiah?	Who is God?	What did Jesus do to save human beings?	To understand the key beliefs within Islam	What does the Quran reveal about Allah and his Guidance?
Vocab	Evolution Genesis Conflict Scientific theories of creation	Messiah, incarnation, resurrection, anointed one	Sacrifice, salvation, resurrection, incarnation	Omniscient, omnipotent, benevolent, omnipresent	Muhammad All five pillars of Islam Hajj (pilgrimage), Zakat (Alms), Swam (fasting), Shahada (faith) Salat (prayer)	Commitment, prayer
Community Opportunities Community	Invite KPC vicar in to discuss science V religion with pupils	Write prayers for the Carol service.	Visit to a church of another denomination. St George and St Teresa's (Dorridge)	Sharing of Year 5 Easter Play with local community Lent service or class worship of Lenten programme - creating Lenten gifts for home	Trip to Islamic centre and Islamic Mosque Birmingham	



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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:	
<p>- <u>Creation and science: conflicting or complementary?</u></p> <ul style="list-style-type: none"> - Outline the importance of Creation on the timeline of the 'big story' of the Bible. - Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. - Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 	<p>- <u>Was Jesus the Messiah?</u></p> <ul style="list-style-type: none"> - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives -
<p>- <u>Who is God?</u></p> <ul style="list-style-type: none"> - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. - Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. - 	<p>- <u>What did Jesus do to save human beings?</u></p> <ul style="list-style-type: none"> - Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own -

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<ul style="list-style-type: none">- <u>To understand the key beliefs within Islam</u>- Reflect on sources of inspiration- Recognise that certain actions and practices follow a commitment to a religion- Use and interpret information from the Bible- Recognise key events from Muhammad's life- Recognise key teachings of Islam and understand what is asked of a Muslim- Understand that prayer is part of the commitment of being a Muslim- Recognise the differences and similarities between Christian and Muslim teachings- Reflect on a special place or journey in their own lives	<ul style="list-style-type: none">- <u>What does the Quran reveal about Allah and his Guidance?</u>- Describe what a Muslim might learn from the story of the Night of Power- Describe some of the things that are the same and different for Muslims and Christians in how they use their holy books- Ask questions about who I believe tells me the truth about life, comparing my ideas with friends, and with Muslim ideas- Ask questions about moral decisions my friends and I have to make what is meant to by 'keeping on the straight and narrow'-
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