



DEEP DIVE



Credibility

YEAR 3	People of God	Incarnation/God	Multi- cultural faith opportunity Salvation	Multi -cultural faith / denominations within Christianity Kingdom of God	Hinduism	
What can pupils already know/do/understand? *						
Non- Negotiable lessons	<ol style="list-style-type: none">1. Relate to and know the story of Noah.2. Characteristics of Noah. Why did God choose Noah?3. What was it like for Noah to follow God?4. What promises do Christians make when getting married?5. Make links between the story of Noah and how we live in school/world.6. Answer	<ol style="list-style-type: none">1. Symbolism of water - introducing the Trinity2. God 3 in 13. Art - Baptism4. 18 things Christians believe God does5. Infant Baptism and Adult Baptism	<ol style="list-style-type: none">1. What happened during Holy Week? (miracle Maker)2. Diary account (Mary)3. Relate to life experiences- happiness, sadness, joy, hope4. How is Holy Week remembered/ celebrated around the world?5. Answer question - Artwork for display	<ol style="list-style-type: none">1. Introduction - Day of Pentecost2. Pentecost - story bucket- Christianity around the world3. Pentecost - linking to Trinity4. Meaning of Pentecost for Christians around the world5. CofE Pentecost celebration6. Why is Pentecost important for Christians?	<ol style="list-style-type: none">1. What does it feel like to make progress? Or to fall behind?2. What questions do you have about good and bad Karma?3. How do Hindu Parents help their children learn about Karma?4. What does an act of selfless kindness look like?5. How are Hindus involved in acts of selfless kindness?6. Can we all make a difference?	<ol style="list-style-type: none">1. What is duty and what kind of duty is Dharma?2. Introduce Rama and Sita3. Why are Rama and Sita so important to Hindus?4. Were Rama and Sita successful in fulfilling their duties?5. How does the Hindu community celebrate the example of Rama and Sita?
Cross Curricular Opportunities Creativity	English - letter writing Acting out possible emotions of those who experienced God to understand the text further	Art - Analysis of Verrocchio and Daniel Bonelli	PSHE - Emotions Art English - narrative writing	Geography - Looking at the spread of Christianity after Pentecost	Inspirational People (Topic) Comprehension of sacred texts	PSHE (Relationships) Comprehension of sacred texts
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)	What is it like to follow God?	What kind of world did Jesus want?	How do Christians take hope from the sadness of 'Good Friday'?	What was the impact of Pentecost?	Why do Hindus want to collect good Karma?	How does the story of Rama and Sita inspire Hindus to follow Dharma?
Vocab	Covenant, obedience, faith, promise,	Trinity, symbolism	Resurrection, crucifixion, salvation and hope	Pentecost, Kingdom of God	Karma, Moksha, reincarnation, Samara	Dharma, duty, inspirational
Community Opportunities Community	Re-evaluate the promises we have made to groups we are members of in the local community. How can we help more? Allow pupils the opportunity to make a difference of their choosing	Reflect on the importance their own Baptism had on their family and community.	Visit to Knowle Church Stations of the Cross	Visit a Pentecostal /Methodist Church to explore Pentecostal celebration in different denominations. Understand Christianity as a multi-cultural faith.	Growing crops/flowers for local elderly care homes or care homes for those with learning disabilities.	Continue from Summer term 1

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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>What is it like to follow God?</u></p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 	<p>- <u>What is the Trinity?</u></p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what the God of Christianity is like.
<p>- <u>How do Christians take hope from 'Good Friday'?</u></p> <p>-</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday, and Easter Sunday in worship. • 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>-</p>	<p>- <u>When Jesus left, what was the impact of Pentecost? (see below for important features of planning and delivery of this unit)</u></p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit, and the Kingdom of God, and how Christians live their whole lives and in their church communities. • 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

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<ul style="list-style-type: none">- <u>Why do Hindus want to collect good Karma?</u><ul style="list-style-type: none">• Describe what a Hindu might learn about Dharma from the story of Rama and Sita• Describe how Hindus celebrate the life of a religious leader (Rama)• Compare things/people that influence me with how Rama and Sita influence Hindus• Ask whether everyone has duties in life and compare my ideas with others	<ul style="list-style-type: none">- <u>How does the story of Rama and Sita inspire Hindus to follow God?</u><ul style="list-style-type: none">• Say what 'Snakes and Ladders' stand for and what Hindus say this game is about• Ask important questions about which actions in life are snakes and ladders• Describe what a Hindu might learn from the story of Panchatantra• Use the words 'debts' and 'duties' to describe and compare how a child may be taught to behave in a Hindu community• Ask questions about the importance of acts of Kindness and suggest a range of answers including those of Hindus involved in Sewa Day-
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Unit 4 - Pentecost

Christianity aims to bring about the Kingdom of God on earth. Pentecost is the birthday of the church and the texts (Acts) demonstrates very clearly that God's message is for all. Pupils need to be aware that Christianity is multi-cultural faith celebrated across the world in a variety of wonderful ways. This topic lends itself very well to explicitly teach this and for pupils to explore this idea that not only does Christianity have an enormous amount of denominations but also culturally that it is rich and diverse.

Unit 3 - Salvation

Look at how Easter and Holy Week is celebrated throughout the world.