

Knowle CE Primary Academy Curriculum Map: Year 4 Religious Education

YEAR 4

Creation/Fall

Gospel

Believer

Salvation

Inspirational People

What can pupils already know/do/understand? *

Non-Negotiable lessons

1. What a wonderful world! Discover the Awe and Wonder of our world
2. Understanding Genesis text 1:26-31
3. God as designer
4. Stewardship (lesson 4/5)
5. What can we learn from the creation stories?

1. Calling of disciples
2. Jesus and Lepers - the meaning for Christians
3. What kind of world did Jesus want?
4. How do Christians live out the Gospel message?
5. Express an understanding of the Gospel

1. What does reconciliation mean?
2. Where do we see symbols of reconciliation?
3. What do Christians learn about reconciliation from the Bible? (story of the prodigal Son)
4. How do Christians find reconciliation with God?
5. What do some Christians do in response to Jesus' call to be peacemakers?
6. Discussion and Art lesson that describes reconciliation for pupils

1. Emotions of Holy week
2. Retell story (homework)
3. Write a diary from Mary
4. Poem
5. How do Christians around the world celebrate Easter (homework)?

Answer & Crosses

- (7 lessons needed)
1. What is a Guru?
 2. Who was Guru Nank?
 3. Labels
 4. Guru Nanak's experience.
 5. How is the Guru Granth sahib treated like a Guru?
 6. Dilemma - debate

- (5 Lessons + visit)
1. Sikh practices
 2. What do Sikhs believe about equality?
 3. What did Guru Amar Das make part of the Sikh religion?
 4. Gurdwara Visit
 5. How did it feel to Visit the Gurdwara? And what is Langar like in Britain?

Cross Curricular Opportunities
CreativityHarvest Celebration
PSHE
(Being me in my world)Drama
Writing - English
Comprehension of
biblical textsDrama acting out
stories of
forgiveness
Comprehension of
biblical texts- Art -
SculptureEnglish writing (diary
entries)

English - debate

PSHE refer back to
Celebrating
differences (PSHE)

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 do Christians learn
from the creation story?What Kind of world
did Jesus want?How do Christians
show that
reconciliation with
God and others is
important?How do Christians take
hope from the sadness of
'Good Friday'?How does the
teaching of the
gurus move Sikhs
from dark to light?How do Sikhs put
their beliefs about
equality into practise?

Vocab

Stewardship, dominion,
Genesis, image, and likeness of
God

Gospel, disciple, equality

, forgiveness,
confession, absolution,
salvationLent, Holy Week, Palm Sunday,
Maundy Thursday, Good
Friday, Easter SundayGuru Granth Sahib,
Sikhism, Moksha, Mool
MantarLangar, Polka, Sewa,
equality, Gurdwara



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>What do Christians learn from the creation story?</u> - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who Christians are not 	<ul style="list-style-type: none"> - <u>What Kind of world did Jesus want?</u> - Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). - Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly
<p><u>How do Christians get hope from 'Good Friday'?(see below for important features of planning and delivery of this unit)</u></p> <ul style="list-style-type: none"> - Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. - Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate, and serve on Maundy Thursday, including Holy Communion. - Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. 	<ul style="list-style-type: none"> - <u>How do Christians show that reconciliation with God and others is important?</u> (see below for important features of planning and delivery of this unit) - Describe what a Christian might learn from the parable of The Lost Son - Describe some of the different practises that Christians may confess their sins - Create an image of 'reconciliation which represents what Christians think is important about this belief, and can comment on what this means to a Christian - Consider how being a 'peacemaker' or reconciler might affect the way I think and behave in my own life - Ask questions about broken friendships in my community and suggest how things might be changed, referring to people who inspire me or Christians e.g. Jesus or Desmond Tutu

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How does the teaching of the gurus move Sikhs from dark to light?

- Retell the story of Guru Nanak as a boy and say some things about Sikhs believe about him
- Talk about some of the things Sikhs do when they come to worship at Gurdwara
- Use religious words of the Mool Mantar, to describe some of the different ways Sikhs show God as the Waheguru -The Wonderful Lord
- Ask, with respect for the feelings of others about what happened to others when they feel unfairly labelled
- Ask important questions about having the right values in life and compare these with others, including Sikh ideas about the true Guru
- Link things that are important to me and others with the way they think and behave towards others

- How do Sikhs put their beliefs about equality into practise?

- Describe what a Sikh might learn from the story of Guru Amar Das
- Describe some of the same/different things which Sikhs do which show equality in the langar e.g. welcome everyone
- Use the words 'Kaur' and 'Singh' to describe how they make Sikhs feel valued, united and equal
- Compare things which influence me with with how eating and serving at the langar might influence a Sikh
- Ask important questions about whether people are equal and compare my ideas with others, including a Sikh
 - Link our school rules on how we treat other people to how I think and behave

Believer – Reconciliation –

Reconciliation is a key concept within Christianity. This topic represents an opportunity to revisit Christianity as a multi-cultural faith.

For all Christians throughout the world, the cross is the symbol of reconciliation and peace. Crosses from around the world can be shared during this unit along with famous art work depicting reconciliation. By looking at the vocation of Desmond Tutu, Pupils can explore his work to heal divisions created through apartheid in South Africa and further pupils' understanding of how Christians live out the universal message of Christianity globally.

Salvation – Pupils will be able to explore the various ways Easter can be celebrated globally either from their own heritage or through researching another denomination within Christianity or another country.