

KS1 Cycle B Religious Education Medium Term Planning

KS1	Unit Type	Main Enquiry Question	Lesson Challenge	Key knowledge	Key vocabulary	Enrichment
Autumn	Other core religions	Why is Moses special to Jewish people?	L1 – Who was Moses? (story of his birth) L2 – Was Moses a hero? (story of Passover) L3 – What are the ten commandments? L4 – How do Jewish people remember Moses today?	Core knowledge Moses is a key figure in Judaism. Story of Moses' birth. Moses was chosen by God to be a leader of the Jewish people. Moses helped free the Hebrews from slavery in Egypt. The Passover story. The Ten Commandments: Moses received these on Mount Sinai. They are important rules that guide Jewish people on how to live. Jewish people remember Moses through storytelling, prayers, festivals and reading the Torah. Secondary knowledge - Moses (extra detail) - God spoke to him through a burning bush, Moses helped people cross the red sea. - Passover (extra detail) - Jewish families have a special meal to remember the story, different foods on the Seder plate help them retell the events.	• Judaism • Moses • leader • Egypt • Pharaoh • Hebrews • Slavery • Commandments	Visit local synagogue Invite a local Rabbi/Jewish faith member into school Eat a Passover meal <u>Arts</u> Identify the features of a synagogue (visit or virtual tour). Role play the story of Moses' birth. Role play the story of Passover. Design a class charter as a modern interpretation of the ten commandments.

Autumn 2	Other core religions	How and why do people celebrate Hanukkah?	L1 – What is Hannukah and what story does it tell? L2 – Why is light important at Hannukah? L3 – How do Jewish families celebrate Hannukah? L4 – Why is Hannukah important to Jewish people?	Core knowledge Hanukkah is a special festival that lasts 8 days. It remembers a historical story about the Maccabees and the miracle of the oil. Jewish families light a hanukkah, one candle each night, to remember this miracle. Jewish people celebrate Hanukkah with games (dreidel), special foods, songs and gifts. Light is important in Hanukkah; it symbolises hope, bravery and remembrance. Secondary knowledge - Hanukkah takes place in winter (November/ December). - The hanukkah has 9 branches (8 candles and the shamash (helper candle)). - The Temple in Jerusalem was a sacred place for Jewish people. - Dreidel letters (nun, gimel, hey, shin) link to a Hebrew saying.	Hanukkah Jewish Judaism Maccabees temple hanukkah oil light dreidel miracle shamash	Visit local synagogue Invite a local Rabbi/ Jewish faith member into school Light a hanukkah Arts Identify the features of a synagogue (visit or virtual tour). Design and make a dreidel. Listen to and react to Hanukkah songs.
Christmas	Whole school topic	How and why is light important at Christmas?	L1 – Why is light important? L2 – What are the symbols of light in the birth story? L3 – What is a Christingle?	Core knowledge The Nativity story. Symbols of light in the story. Ways in which Christians think about Jesus – the Christingle. Secondary knowledge	Light Angel Star Halo Christingle	Visit a local church Faith group visit Arts Perform a school nativity.



				-How light can be a symbol of hope, guidance and celebration across various cultures and festivals. -Introduction to the Christian belief that Jesus is the 'Light of the World'. -How light is used in churches (candles, stained glass) to represent God's presence. -How people use light to celebrate at Christmas (Christmas lights, decorations, candles).		Create and light an Advent wreath.
Spring	Christianity	Why is the Bible special to Christians?	L1 – What is the Bible like? L2 – What can Christians learn about God from the Bible? L3 – Who was St Francis and why did he care about the world? L4 – How is the Bible treated and used in Church and why?	Core knowledge The Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special Bibles. Belief in God as loving, caring, having authority; God as Father, loving parent. Belief in God as shown in the Bible: God as One, creator: (Genesis 1 and 2: Creation). Belief in the natural world as God's creation; human responsibility to care for the world. How Christians care for God's creation (link to Worship concept – Harvest). Secondary knowledge -The Bible is made of two parts: the Old and New Testaments. - Christians may read the Bible at home, school and church.	Jesus Nativity Power Statue God Parable Icon Bethlehem Miracle Forgiveness	Visit a local church Faith group visit Investigate various types of Bible <u>Arts</u> Look at and react to pictures in picture Bibles. Design a comic book strip depicting a Bible story. Role play the story of St. Francis.

				- Christian's sometimes call God by other names: Creator, Father, Lord. - Christians celebrate the beauty of nature through songs, prayers and special services. - Christians care for the world by recycling, saving energy, planting trees or looking after animals.		
Easter	Whole school topic	How do Christians celebrate Easter?	L1 – What can we remember about the Easter story? L2 – How do Christians use objects to celebrate Easter? L3 – What happened at the last meal Jesus shared with the twelve disciples? L4 – How do Christians remember Good Friday and Easter Day in church?	Core knowledge The events of Good Friday and Easter Day. Brief reference to Palm Sunday and Last Supper. How Christians remember Easter events in church – singing hymns, crosses, Easter Garden, purple, white, gold, egg, bread and wine, saying Hallelujah. Secondary knowledge -The idea that Easter is the most important Christian celebration. -Understanding that the Easter story is part of the bigger Christian story of Jesus' life, death and resurrection. -Awareness that Easter celebrations include both solemn and joyful aspects. -Knowledge that symbols (eggs, cross, purple and gold colours) have deeper meanings linked to life, death, hope and new beginnings. -The Last Supper is linked to Holy Communion.	Easter Easter Sunday Disciples Hot cross bun Easter garden Christians New life Cross Palm cross Maundy Thursday Good Friday Jesus Crucifix Purple The Last Supper	Faith group visit Visit a local church Arts Act out the Easter story using drama, music and sound. Create a class Easter symbols box and get children to create the objects.

				-Different Christians celebrate Easter in slightly different ways.		
Summer 1	Christianity	What can we learn from the story of The Venerable Bede?	L1 – Who was Venerable Bede? L2 – What can we learn about the Venerable Bede? L3 – How is Venerable Bede remembered and celebrated in the North East?	Core knowledge -Bede lived a very long time ago in the North East, at a monastery in Jarrow. He wrote important books, including stories about the history of England. People called him ‘venerable’ because he was wise and respected. -Bede teaches us that learning is important. His story shows perseverance. His example teaches kindness, curiosity and responsibility. -There are places named after him in our local area. Statues, churches and stained-glass windows help people to remember him. His books are still studied today and he is an important figure in our region. Secondary knowledge -A monastery is a place where monks live, learn and work. -Bede spoke and wrote in Latin. -Anglo-Saxon life was very different to life today. There were no printing presses, so books were copied by hand.	Venerable Bede Monk Jarrow Monastery Lindisfarne Faith	Visit Jarrow Hall Arts Pupils create detailed artwork showing what life was like for Bede in a monastery. Pupils design a mini museum exhibition showing how The Venerable Bede is remembered today. Pupils retell key moments from the life of The Venerable Bede using drama.
Summer 2	Thematic topic	What can we find out about our local faith communities?	L1 – What is a community? L2 – What faiths do we have in our community? L3 – Where do Christians go to worship in Whiteleas? L4 – What do we know about Jewish people?	Core knowledge Show understanding of what faith means. Know some religions that we have in school and in our local communities.	Community Different Faith Group Inter-faith Local Religion	Conduct research into local religious communities Visit local places of worship



			L5 – What do Sikhs believe? L6 – What can we find out about our local Muslim community? L7 – How are these faiths the same and how are they different?	Understand that not everybody shares the same religion and begin to understand why this is. Reflect on their own experiences with regards to faith. Express their views and give simple reasons to support these, in response to these. Secondary knowledge -Faith communities are groups of people who share religious beliefs and often gather in specific places. -Christianity, Islam, Sikhism and Judaism are examples of world religions with followers in many parts of the UK. -Places of worship can differ in appearance and practice but serve similar purposes – community, prayer, learning and support. -Members of different religions may dress differently, eat certain foods or celebrate specific festivals. -Faith can influence how people live their lives, treat others and interact with their community. -People of all religions or none can live respectfully together in one community, celebrating similarities and differences.	Role Same	Invite local faith groups into school <u>Arts</u> Pupils explore what daily life and worship might look like in different religions through role play and movement. Pupils curate a class exhibition comparing beliefs and practices across faiths.
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GDS opportunities	• Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links and describe some similarities and differences both within and between religions.
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- Describe the impact of religion on people's lives.
- Suggest meanings for a range of forms of religious expression.
- Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.
- Apply their ideas to their own and other people's lives.
- Describe what inspires and influences themselves and others.