

LKS2 Cycle B Religious Education Medium Term Planning

LKS2	Unit Type	Main Enquiry Question	Lesson Challenge	Key knowledge	Key vocabulary	Enrichment
Autumn	Christianity	What do we know about the Bible and why is it important to Christians?	L1 – What do we know already about the Bible? L2 – Where did the Bible come from? L3 – What types of writing are in the Bible? L4 – What is the Bible about (the Big Story of Christianity)? L5 – How might the Bible help Christians? L6 – How do Christians use the Bible? L7 – Is the Bible Creation story true? L8 – What is the Bible and why is it important to Christians?	Core knowledge The Bible as the sacred book; its importance and impact on Christians today. Different types of writing – Old and New Testament. How the Bible is used in private and communal worship and everyday living. Introduction to literal and non-literal interpretations of the Bible. The Big Story of Christianity. Secondary knowledge -The origins of the Bible – many authors across centuries and locations. -Diversity of translations and formats of the Bible.	Sacred Salvation New Testament Creation Interpretation Authority Old Testament	Visit local church Provide a selection of Bibles Faith group visit Arts Identify the key architectural features of a church. Pupils work in groups to create a large storyboard or comic-strip style mural showing the “Big Story of Christianity”. Pupils explore how Christians use the Bible in daily life through movement and dance.

Christmas	Whole school topic	Why do Christians call Jesus the light of the world?	L1 – How and why is Jesus depicted as light of the world? L2 – What are the symbols in the Advent ring? L3 – Does the world today need messages of light?	Core knowledge Christian belief in Jesus as light of the world. What the symbols of light found in the birth stories mean. The Advent ring – its use in churches and its meaning. Secondary knowledge -Understanding of Jesus as Son of God, Saviour and Messiah. -Familiarity with the Nativity story. -The use of light in Christian worship.	Advent Saviour Nativity	Visit a local church Faith group visit <u>Arts</u> Create a class Advent ring. Pupils design and create paper or card lanterns that represent Jesus as the “light of the world.”
Spring	Christianity	What do Christians believe about Jesus?	L1 – Who was Jesus? L2 – What does the story of Jesus at 12 tell Christians about him? L3 – What do the stories of Jesus’ baptism and temptations tell Christians about him? L4 – Why did Jesus need disciples? L5 – Why did Jesus teach using parables? L6 – What do the miracle stories teach Christians about Jesus? L7 – What do Christians believe about Jesus?	Core Knowledge Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today: Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).	Bible Disciples Passover Gospels Miracle Son of God Messiah Parable Jewish	Visit a local church Faith group visit <u>Arts</u> Pupils create portraits of Jesus, based on a different perspective from the unit (as a child, at his baptism, with disciples, teaching a parable, performing a miracle). Pupils perform simplified versions

				Jesus as teacher - teachings of Jesus including selected parables. The power of Jesus to change lives. Secondary knowledge -Historical context – Jesus was a Jew during the Roman Empire. -Sources of knowledge - stories of Jesus come from the gospels -The role of disciples in spreading Jesus' message		of Jesus' parables using drama and sound.
Easter	Whole school topic	Why is Lent such an important period for Christians?	L1 – How is Lent a period of preparation for Christians? L2 – How was Jesus tempted? L3 – What kind of temptations do we face today? L4 – Why do Christians keep Lent today?	Core knowledge The account of Jesus being in the desert for 40 days and being tempted. When the period of Lent is. Secondary knowledge -Symbolism of ashes and practices during lent. -Some ways in which differing Christians keep Lent.	Lent Temptation Ministry Preparation Devil	Faith group visit Visit a local church <u>Arts</u> Pupils create a symbolic artwork pathway that shows the journey through Lent. Pupils use drama to explore Jesus' temptations and link them to modern life.
Summer 1	Thematic topic	How and why do people show care for others?	L1 - What do we mean by good deeds? L2 - What did Jesus teach about helping others? L3 - How do Christians help others today? L4- How and why do Sikhs show	Core Knowledge How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) The Ten Commandments	Bible charity compassion commandment Jesus parable	Faith group visits North East Humanists – how non-religious groups show care

			sewa? L5- What happens on Mitzvah Day? L6 - So, how do religious people care for others? L7 - How can our school community care for others?	How Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians. How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, vand chhakna (sharing), sewa (selfless service). How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day. Secondary knowledge -Definitions and examples of <i>good deeds, kindness, charity, service, forgiveness, and empathy.</i> -Awareness of moral responsibilities in everyday life (e.g. at school, in the community). -Similarities and differences between how Christians, Sikhs, and Jews express care and compassion. -Understanding that different faiths share values such as kindness, community support, and helping others.	Church Christianity Sikhism Judaism Christian, Sikh, Jew dhan, man, tan vand chhakna sewa gurdwara langar meal synagogue Torah mitzvah tzedaka	Visit a Gurdwara Visit a Synagogue Visit a local church <u>Arts</u> Pupils create a large mixed-media collage showing how people care for others. Design a poster for a school initiative to show care for others.
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Summer 2	Christianity	Why do people go to Durham Cathedral today?	L1 - Why is St Aidan seen as a beacon? L2 - How does the life of Cuthbert inspire people today? L3 - Why is the life of Venerable Bede still seen as significant today? L4 - Why do people visit Durham Cathedral today?	Core knowledge The significance of Durham Cathedral (and other important Christian places in the Northeast) as a place for worship, pilgrimage and understanding of Christian heritage. How Durham Cathedral building and the objects, arts, sculptures and stained-glass windows within are used to express beliefs, ideas and feelings. The significance of worship and prayer at Durham Cathedral and its importance Secondary knowledge -Who the northern saints were and why they are important. Their connection to Durham Cathedral. -What pilgrimage is and why people do it today. -Key features of a cathedral. -Worship, community and cultural uses of a cathedral. In addition, you may also wish to explore: How beliefs are expressed through pilgrimage e.g., Durham Cathedral, Lindisfarne Holy Land, to Lourdes (also could include Walsingham, Rome, other places of Christian pilgrimage)	Saint Cuthbert Holy Island Reflection Ritual Culture Pilgrimage Aidan Lindisfarne Worship Symbol Prayer Bede Spiritual Cathedral community	Visit Durham Cathedral Visit other local Christian places of interest – Lindisfarne, Jarrow, Monkwearmouth <u>Arts</u> Pupils create stained glass windows showing why key Christian figures are remembered as sources of guidance and inspiration. Pupils use drama to explore how the lives of these figures continue to inspire visitors today.
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				The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow, Monkwearmouth, Hartlepool, Whitby) for people today. How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild, St Cuthbert, Venerable Bede) and the significance of their lives then and now.		
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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. • 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.
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