|  |
| --- |
| **Year 4****The substantive knowledge children should know by the end of each unit** |
| **Autumn 1: How did belief in God affect the actions of people in the Old Testament?** * To know and remember the core concept: People of God.
* To know and remember the following stories - Abra(ha)m, Moses, Ruth.
* To know and understand how each person’s belief in God affected their actions.
* To know how sacred stories can impact on a believer’s life and what they can teach them about their faith and life.
 | **Autumn 2: Is the Christmas message of peace still relevant for today’s world?*** To know and remember the meaning of the core concept: Incarnation
* To have an understanding of the meaning of internal and external peace.
* To have an understanding of why Jesus is referred to as the Prince of Peace.
* To know and remember what the Bible says about Jesus’ message of peace.
 |
| **Spring 1: How do Hindus worship?*** Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman.
* Many Hindus start their prayers with the Aum sound which was the first sound that began the creation of the universe.
* Many Hindus worship at a shrine in the home and at the mandir.
* The Ganges river is an important pilgrimage site in India.
 | **Spring 2: What is Holy Communion and how does it build a Christian Community?*** The meaning of the core concept: Salvation
* How Holy Communion links to the Last Supper and Jesus’ commandment – do this in remembrance of me.
* Why the church celebrates Holy Communion and the meaning behind the liturgy.
* How the act of sharing Holy Communion influences a believers’ life.
* The legacy of Jesus and how celebrating Holy Communion might help build the Christian community today.
 |
| **Summer 1: What does it mean to live as a Hindu?** * To know and understand how belief in karma and dharma might affect a Hindu’s actions.
* To know about Hindu practices associated with birth and childhood, particularly the Upanayana.
* To know and understand how belief in ahimsa may cause/ lead some Hindus to be vegetarian and care for the world.
* To know the key features of a Hindu wedding.
* To know what Hindus believe about death, reincarnation and moksha.
 | **Summer 2: Why is liturgy important to many Christians?*** To know the main ingredients of Christian public liturgy and worship.
* To understand the role of liturgy for Christians in building their relationships with God, with each other and with themselves.
* To know how important each of the different elements of the liturgy are when compared to one another and what the relationship between them.
* To understand how participation in a Eucharistic liturgy bring about positive transformation.
 |

|  |
| --- |
| **This year, children should become confident in the following disciplinary knowledge and skills** |
| **Theology (Believing)** | **Philosophy (Thinking)** | **Human/Social Sciences (Living)** |
| * **I can make links** between the beliefs/ teachings of the different religions studied.
* **I can show how beliefs are connected** to/ influence believers’ lives.
 | * **I can describe different** philosophical answers to questions related to belief and belonging.
* **I can give reasons** for my own and others’ ideas to a given question and support my viewpoint with facts and evidence.
* **I can confidently ask questions** about the moral decisions I make and know that others may make different decisions leading to a difference consequence.
 | * **I can use the** **correct religious vocabulary** to **describe** and **compare** religious practices and lived experiences across faiths.
* **I can express my own thoughts** about belief, ways of living and **expressing.**
 |