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| **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. |

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| **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.** |