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| **Year 5****The substantive knowledge children should know by the end of each unit** |
| **Autumn 1: What do the miracles tell us about Jesus?*** To know and remember the core concept: Incarnation.
* To know and remember the following miracles: Jesus turning water into wine at the wedding of Cana in Galilee, the feeding of the 5000, the woman who touched Jesus’ garment, the miracle of the raising of Lazarus.
* To understand how the miracles of Jesus signpost us to who Jesus is – both human and divine – incarnation. (To note: Jesus is able to perform miracles because he is God, not because he has faith in God.)
 | **Autumn 2: How do art and music convey Christmas?*** The know and remember the meaning of the core concept: Incarnation
* To know what makes a piece of art sacred.
* To know the influence carols, have on conveying the central beliefs of Christmas to the world.
* To know and remember the central beliefs in the Nativity narrative.
* To know and remember the key religious vocabulary and what each word means.
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| **Spring 1: How did the first five Sikh Gurus shape Sikhism?*** How Sikhism developed with each Guru.
* What Sikh practices today are influenced by the teachings of the Gurus.
* The Guru Granth Sahib is the 11th living Guru.
* The importance of equality in Sikhism.
 | **Spring 2: What happens in churches during Lent, Holy Week and Easter Sunday?*** To know and remember the meaning of the core concept: Salvation
* To know and remember the churches rituals linked with Ash Wednesday and the services during Holy week.
* To know the meaning of the ritual for the believer.
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| **Summer 1: How do the final five human Sikh Gurus shape Sikhism?*** Sikhism developed with each Guru
* Sikh practices today are influenced by the teachings of the Gurus
* The Guru Granth Sahib is the 11th living Guru
* The importance of equality in Sikhi
 | **Summer 2: How do Muslims live and embrace their faith in a diverse world?*** The significance and importance of the Shahadah to a Muslim’s life.
* The importance of zakat for Muslims and the impact it has on an individual’s way of thinking.
* How a Muslim expresses and embraces their faith will be different for each individual.
* There is diversity within Islam.
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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 suggest reasons for the similar and different beliefs** which people hold.
* **I can describe** how different sources of authority are used to help shape belief, actions and views.
 | * **I can begin to consider and apply ideas** about ways in which diverse communities can live well together.
* **I can represent the views** of others about meaning, purpose and truth.
* **I can express and apply my own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion.
 | * **I can begin to explain** the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the **similarities** and **differences** found within and between religions.)
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