

CURRICULUM MAP (Long term plan)

SUBJECT : RE

YEAR GROUP: 6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Autumn 1 - Understanding of inspiring people, what does it mean? What does it mean in religion and who is a non-religious inspiring person.</p> <p>Autumn 2 - Understanding of Christian teachings of Jesus and Paul on values and justice.</p> <p>Understanding of Muslim teachings in the Qur’an and Hadith.</p> <p>Knowledge of Christianity, Islam.</p>	<p>Spring 1 - Understanding of how many people in the world and in our local area believe in God.</p> <p>Understanding of what Christians believe God is like.</p> <p>Understanding of the reasons why people do or do not believe in God.</p> <p>Spring 2 - Understand the scientific account of cosmology and evolution.</p> <p>Develop an understanding of the Genesis text and the beginnings of life.</p> <p>Find out about Christians who are also scientists.</p>	<p>Summer 1 - Understanding of the Five Pillars of Islam.</p> <p>Looking at the Qur’an and exploring how it was revealed.</p> <p>Learning about Islamic festivals with a focus on Eid-ul-Adha and Hajj.</p> <p>Summer 2 - Understanding what a Humanist is and how Humanist has derived from as far back as the Ancient Greeks.</p> <p>Looking at the similarities and differences between Humanists and Christians.</p>
Disciplinary knowledge - what skills are practised?	<p>Identify and explain the core beliefs and concepts studied.</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some</p>	<p>Identify and explain the core beliefs and concepts studied.</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some</p>	<p>Identify and explain the core beliefs and concepts studied.</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some</p>

	<p>ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>	<p>ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>	<p>ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>
<p>Key questions (What is the learning about?)</p>	<p>How does faith enable resilience?</p> <p>Justice and poverty - does faith make a difference?</p>	<p>Why do some people believe in God and some people not?</p> <p>Creation and Science: conflicting or complementary?</p>	<p>How is faith expressed in Islam?</p> <p>Values: what matters most to Humanists and Christians?</p>
<p>Assessment</p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p> <p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Independent research tasks.</p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p> <p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Numeracy - Analysis of census data - statistics.</p> <p>Independent research tasks.</p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p> <p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Numeracy - Analysis of census data - statistics.</p> <p>Independent research tasks.</p>
<p>Cross Curricular Opportunities</p>	<p>English - Reading comprehensions and extended pieces of writing.</p>	<p>English - Looking at definitions of religious words and creating our own</p>	<p>English - Extended pieces of writing. Definitions of religious words.</p>

	<p>Citizenship - Looking at and comparing religious charities.</p>	<p>definitions to help memory. Extended pieces of writing. Maths - Looking at census data. Citizenship - Looking at family lives and how they differ depending on religious beliefs and communities. ICT - Research based tasks. Science - Comparing the creation story with the Scientific explanation for the creation of the world.</p>	<p>History - Looking at where Islam derived from and comparing old and new practices. Looking at what a humanist is and how it dates back to the Ancient Greeks. ICT - Investigation and research the purpose of a Mosque. Maths - Ranking, sorting and ordering what our 'valuable things' are.</p>
<p>SMSC / Character/Careers/Cultural Capital (personal development)</p>	<p>Spiritual development -</p> <ul style="list-style-type: none"> ● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values. ● Engage with the world with 'enjoyment and fascination'. ● Imagination and creativity. <p>Moral development -</p> <ul style="list-style-type: none"> ● Know the difference between right and wrong. ● Know the consequences of behaviour and actions. ● Show interest in moral and ethical viewpoints and appreciate those of others. <p>Social development -</p> <ul style="list-style-type: none"> ● Work and socialise with people from other backgrounds. ● Cooperate and resolve conflicts effectively. ● Engage with British Values. <p>Cultural development -</p>	<p>Spiritual development -</p> <ul style="list-style-type: none"> ● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values. ● Engage with the world with 'enjoyment and fascination'. ● Imagination and creativity. <p>Moral development -</p> <ul style="list-style-type: none"> ● Know the difference between right and wrong. ● Know the consequences of behaviour and actions. ● Show interest in moral and ethical viewpoints and appreciate those of others. <p>Social development -</p> <ul style="list-style-type: none"> ● Work and socialise with people from other backgrounds. ● Cooperate and resolve conflicts effectively. ● Engage with British Values. <p>Cultural development -</p>	<p>Spiritual development -</p> <ul style="list-style-type: none"> ● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values. ● Engage with the world with 'enjoyment and fascination'. ● Imagination and creativity. <p>Moral development -</p> <ul style="list-style-type: none"> ● Know the difference between right and wrong. ● Know the consequences of behaviour and actions. ● Show interest in moral and ethical viewpoints and appreciate those of others. <p>Social development -</p> <ul style="list-style-type: none"> ● Work and socialise with people from other backgrounds. ● Cooperate and resolve conflicts effectively. ● Engage with British Values. <p>Cultural development -</p>

	<ul style="list-style-type: none"> ● Appreciate a range of cultures within school and community. ● Explore different faiths and show tolerance towards them in a local, global and national setting. ● Have a knowledge of British values. 	<ul style="list-style-type: none"> ● Appreciate a range of cultures within school and community. ● Explore different faiths and show tolerance towards them in a local, global and national setting. ● Have a knowledge of British values. 	<ul style="list-style-type: none"> ● Appreciate a range of cultures within school and community. ● Explore different faiths and show tolerance towards them in a local, global and national setting. ● Have a knowledge of British values.
Equality and Diversity	<p>Diverse representation used with slides presented to children.</p> <p>Looking at individuals' faiths and how it enables their resilience.</p>	<p>Diverse representation used with slides presented to children.</p> <p>Looking at theists, atheists, agnostics.</p> <p>Understanding that everyone has a different idea of the creation of the world and that there are lots of different explanations.</p>	<p>Diverse representation used with slides presented to children.</p> <p>Focusing on Islam and their practices and beliefs, how do Muslims live in comparison to us?</p> <p>Looking at the similarities and differences between Humanists and Christians.</p>
Super Curriculum (personal development)	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion https://www.bbc.co.uk/programmes/b05pc1c9/clips</p> <p>Truetube clips https://www.truetube.co.uk/</p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion https://www.bbc.co.uk/programmes/b05pc1c9/clips</p> <p>Truetube clips https://www.truetube.co.uk/</p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion https://www.bbc.co.uk/programmes/b05pc1c9/clips</p> <p>Truetube clips https://www.truetube.co.uk/</p>