

## CURRICULUM MAP (Long term plan)

**SUBJECT: RE**

**YEAR GROUP : Year 5**

|   | <b>Cycle 1<br/>Autumn</b>  | <b>Cycle 2<br/>Spring</b>   | <b>Cycle 3<br/>Summer</b>   |
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| <b>Substantive knowledge –</b><br>Essential knowledge & conceptual understanding of the National Curriculum | <p><b>Autumn 1 -</b><br/>Introduction to 4 of the 6 main religions of the world and looking at how they live.</p> <p>Hinduism<br/>Sikhism<br/>Judaism<br/>Islam</p> <p><b>Autumn 2 -</b><br/>Focussing on Christianity and diving deeply into their lives.</p>   | <p><b>Spring 1 -</b><br/>Looking at why Christians believe God is loving and holy.</p> <p><b>Spring 2 -</b><br/>Focusing on aspects of life as a Hindu and the different beliefs that help them to be good.</p>   | <p><b>Summer 1 -</b><br/>Focusing on local, national and global communities and comparing their diversity of religious people and looking at non-religious ideas.</p> <p><b>Summer 2 -</b><br/>Focusing on how Jesus has an effect on Christians and what he did to save people.<br/>Looking at religious stories.</p>  |
| <b>Disciplinary knowledge - what skills are practised?</b>  | <p>Children will be able to -</p> <ul style="list-style-type: none"> <li>● Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</li> <li>● Make clear connections between what people believe and how they live individually and in communities.</li> <li>● Make connections between the beliefs and practices studied, evaluating and explaining</li> </ul> | <p>Autumn knowledge +</p> <p>Children will be able to -</p> <ul style="list-style-type: none"> <li>● Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>● Use evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.</li> </ul> | <p>Autumn and Spring knowledge +</p> <p>Children will be able to -</p> <ul style="list-style-type: none"> <li>● Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.</li> <li>● Consider and weigh up how ideas studied in the unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li> </ul> |

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|   | <p>their importance to different people (e.g. believers and atheists)</p>  | <ul style="list-style-type: none"> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studies, including their own responses, recognising that others may think differently.</li> </ul>  |  |
| <p><b>Key questions</b><br/>(What is the learning about?)</p>     | <p>How and why do some people inspire others? Examples from other religions.</p> <p>How do Christians decide how to live? What would Jesus do?</p>   | <p>What does it mean if Christians believe God is holy and loving?</p> <p>What helps Hindu people as they try to be good?</p>  | <p>What will make our community a more respectful place?</p> <p>What do Christians believe Jesus did to save people?</p>   |
| <p><b>Assessment</b></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><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p> | <p><b>Oracy</b> - Discussions with partners, group work and class discussions.</p> <p><b>Literacy</b> - 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><b>Oracy</b> - Discussions with partners, group work and class discussions.</p> <p><b>Literacy</b> - 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><b>Oracy</b> - Discussions with partners, group work and class discussions.</p> <p><b>Literacy</b> - 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><b>Numeracy</b> - Looking at a census and creating a pie chart on the religious diversity in Stotfold.</p> |
| <p><b>Cross Curricular Opportunities</b></p>                      | <p><b>Geography</b> - What areas have what religious population?</p> <p><b>English</b> - P.E.E paragraphs and extended pieces of writing.</p>  | <p><b>English</b> - P.E.E paragraphs and extended pieces of writing.</p> <p><b>Music</b> - Listening to Christian worship songs, both traditional and contemporary.</p>  | <p><b>Maths (statistics)</b> – Pie charts.</p> <p><b>Geography</b> – Community diversity, looking at recent census to compare religious beliefs in certain areas and comparing.</p>  |

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|  |  | <p><b>ICT</b> - Researching using computers/chromebooks.</p>  | <p><b>English</b> - P.E.E paragraphs and extended pieces of writing.<br/><b>ICT</b> - Researching using computers/chromebooks.</p>   |
| <p><b>SMSC / Character/Careers/Cultural Capital</b><br/>(personal development)</p> | <p><b>Spiritual development -</b></p> <ul style="list-style-type: none"> <li>● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values.</li> <li>● Engage with the world with 'enjoyment and fascination'.</li> <li>● Imagination and creativity.</li> </ul> <p><b>Moral development -</b></p> <ul style="list-style-type: none"> <li>● Know the difference between right and wrong.</li> <li>● Know the consequences of behaviour and actions.</li> <li>● Show interest in moral and ethical viewpoints and appreciate those of others.</li> </ul> <p><b>Social development -</b></p> <ul style="list-style-type: none"> <li>● Work and socialise with people from other backgrounds.</li> <li>● Cooperate and resolve conflicts effectively.</li> </ul> <p><b>Cultural development -</b></p> <ul style="list-style-type: none"> <li>● Appreciate a range of cultures within school and community.</li> </ul> | <p><b>Spiritual development -</b></p> <ul style="list-style-type: none"> <li>● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values.</li> <li>● Engage with the world with 'enjoyment and fascination'.</li> <li>● Imagination and creativity.</li> </ul> <p><b>Moral development -</b></p> <ul style="list-style-type: none"> <li>● Know the difference between right and wrong.</li> <li>● Know the consequences of behaviour and actions.</li> <li>● Show interest in moral and ethical viewpoints and appreciate those of others.</li> </ul> <p><b>Social development -</b></p> <ul style="list-style-type: none"> <li>● Work and socialise with people from other backgrounds.</li> <li>● Cooperate and resolve conflicts effectively.</li> </ul> <p><b>Cultural development -</b></p> <ul style="list-style-type: none"> <li>● Appreciate a range of cultures within school and community.</li> <li>● Explore different faiths and show tolerance towards</li> </ul> | <p><b>Spiritual development -</b></p> <ul style="list-style-type: none"> <li>● Be willing to reflect on their own beliefs and form perspectives on different faiths, feelings and values.</li> <li>● Engage with the world with 'enjoyment and fascination'.</li> <li>● Imagination and creativity.</li> </ul> <p><b>Moral development -</b></p> <ul style="list-style-type: none"> <li>● Know the difference between right and wrong.</li> <li>● Know the consequences of behaviour and actions.</li> <li>● Show interest in moral and ethical viewpoints and appreciate those of others.</li> </ul> <p><b>Social development -</b></p> <ul style="list-style-type: none"> <li>● Work and socialise with people from other backgrounds.</li> <li>● Cooperate and resolve conflicts effectively.</li> <li>● Engage with British Values.</li> </ul> <p><b>Cultural development -</b></p> <ul style="list-style-type: none"> <li>● Appreciate a range of cultures within school and community.</li> <li>● Explore different faiths and show tolerance towards them in a local, global and national setting.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Explore different faiths and show tolerance towards them in a local, global and national setting.</li> </ul>   | <p>them in a local, global and national setting.</p>  | <ul style="list-style-type: none"> <li>Have a knowledge of British values.</li> </ul>   |
| <b>Equality and Diversity</b>                     | <p>Diverse representation used with slides presented to children.</p> <p>Briefly looking at the practices and teaching of different religions and looking at their similarities and differences.</p>  | <p>Diverse representation used with slides presented to children.</p> <p>Focusing on Hinduism and their practices and beliefs, how do Hindus live in comparison to us?</p>  | <p>Diverse representation used with slides presented to children.</p> <p>Religion within our community, our county and throughout the UK.</p> <p>Research in religious diversity of some cities and towns in the UK.</p>  |
| <b>Super Curriculum</b><br>(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<br/> <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips<br/> <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></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<br/> <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips<br/> <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></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<br/> <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips<br/> <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p> |