



### Essential Knowledge & End Points

Talk about how Christians celebrate.  
Discuss how I celebrate a special event.

### Key Vocabulary

Resurrection  
Easter  
Good Friday  
Jesus  
New life

	Knowledge	As theologians, we will...
<b>Session 1:</b>	Children will understand what it means to be belong in a group. They will be able to name some of the groups that they belong to. They will know and explore objects that relate to Easter.	Explore groups the children might belong to: e.g. family, school, dancing. Look at some of the objects and symbols that link groups together: uniform; badge; neckerchief; dance costume. Explore Question: Why are you part of a group? Draw out shared interests: eg school, Lego, dance, football. Set up an interactive display in class of Easter objects and show the children. You could use: a donkey, palm leaf, cross, angel, tomb, disciple. Explain all these objects are used by a group of people that belong to the local church at a special celebration called Easter.
<b>Session 2:</b>	Children will know the main parts of the Easter story. They will know why it is important to Christians. They will know that Christians believe that Jesus came back to life.	Explore the Easter story using <a href="http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance">http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance</a> (Sand telling of the story) and from Lion Storyteller Bible based on the idea of a 'Sad Day' & a 'Happy day', (Good Friday & Easter Sunday). Recalling simple details from the Easter story e.g. Jesus rode into Jerusalem on a donkey, Jesus died and came back alive. Ask simple questions about the Easter story and show curiosity about what happened? Identify that Christians believe Jesus came back to life (resurrection) Explore the story further by using: sequencing pictures; story sack objects; play dough and construction materials, finger puppets.
<b>Session 3:</b>	Children will know and identify signs of new life and be able to talk about them.	Explore the idea of new life, e.g. signs of spring, lambs, bulb planting. Explore how Jesus' friends felt when he died and when they saw him alive again. Walk around the school grounds and go into the woods to look for signs of new life.
<b>Session 4:</b>	-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.	-Attending an Easter Service in our local church and presenting some of the work we have completed on Easter to other years in the school.



# Year 1 - Medium Term Planning - RE - Spring 2



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
Re-calling the Easter Story from Reception		Retell the Easter story Describe what happened when Jesus went to Jerusalem Explore modern Easter customs	Church Palm Sunday Sacrifice Communion  Eucharist Cross Easter prophesy
	Knowledge	As theologians, we will...	
<b>Session 1:</b>	-Raise relevant questions about special events that the children may have been to. Ask about feeling at special event. -Re-cap knowledge of the Easter story of Jesus. Children to learn about Palm Sunday.	-Explore pictures of Palm Sunday processions through discussion and question generation. Explain there were a lot of people in Jerusalem for a feast called Passover.	
<b>Session 2:</b>	-Re-visit the story of Easter and Palm Sunday from the previous week.	- Explore the Easter story through drama. - Record ideas and questions that arise from the story on palm leaves.	
<b>Session 3:</b>	-Raise questions about foods that are used at celebrations, what do they represent? Explain that food can be used as a symbol. -Children to learn about the Last Supper as the next part of the Easter story. -To know that bread and wine were symbols Jesus wanted people to remember him by after he had died.	- Explore pictures of the Last Supper and ask question... how? Where? Why? Interactively learn about the Last Supper. -Discuss: What did Jesus ask his disciples to do in remembrance of him and why he might have done this?	
<b>Session 4:</b>	-To know that the cross is a very important symbol to Christians and it reminds them of a sad day when Jesus died and also a happy day when Jesus came to life again called resurrection. -To re-cap the Easter Story. -To know that there are 3 crosses - one cross is for Jesus and the other 2 are for the robbers who died.	- Use colour to express the emotions of the Easter story and Jesus' sacrifice.	
<b>Session 5:</b>	-To know the Easter story and to be able to recall 5 key events.	- Order the five key events that happened during Jesus' last week on earth: entry into Jerusalem, Last Supper, arrest, crucifixion and resurrection.	
<b>Session 6:</b>	-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.	- Attending an Easter Service in our local church and presenting some of the work we have completed on Easter to other years in the school.	



# Year 2 - Medium Term Planning - RE - Spring 2



Prior Learning Links	Essential Knowledge & End Points	Key Vocabulary																								
Recap Yr. 2 Bible Genre See Autumn 1	<p>To examine the story of Moses and consider what it might mean to some people to obey God</p> <p>To think about the values people hold</p> <p>To recall and ponder the Easter story in more detail by raising questions the story presents</p> <p>To make links with aspects of belief and practice at Easter time</p>	<table border="0"> <tr> <td>Moses</td> <td>Exodus</td> </tr> <tr> <td>Covenant</td> <td>Freedom</td> </tr> <tr> <td>Pillar</td> <td>Jewish</td> </tr> <tr> <td>slavery</td> <td>Christians</td> </tr> <tr> <td>Pharaoh</td> <td>Torah</td> </tr> <tr> <td>Plaque</td> <td>Egypt</td> </tr> <tr> <td>Bulrushes</td> <td>Easter</td> </tr> <tr> <td>Leader</td> <td>Resurrection</td> </tr> <tr> <td>Idolatry</td> <td>Pilate</td> </tr> <tr> <td>Passover</td> <td>Jesus</td> </tr> <tr> <td>Commandments</td> <td>Cross</td> </tr> <tr> <td>Shema</td> <td></td> </tr> </table>	Moses	Exodus	Covenant	Freedom	Pillar	Jewish	slavery	Christians	Pharaoh	Torah	Plaque	Egypt	Bulrushes	Easter	Leader	Resurrection	Idolatry	Pilate	Passover	Jesus	Commandments	Cross	Shema	
Moses	Exodus																									
Covenant	Freedom																									
Pillar	Jewish																									
slavery	Christians																									
Pharaoh	Torah																									
Plaque	Egypt																									
Bulrushes	Easter																									
Leader	Resurrection																									
Idolatry	Pilate																									
Passover	Jesus																									
Commandments	Cross																									
Shema																										
Knowledge		As theologians, we will...																								
<b>Session 1:</b>	<p>-Pupils will revisit the Easter story and understand that it is the most important Christian festival.</p> <p>-They will learn that for Christians they remember Jesus crucifixion, and resurrection when he rose from dead. –They will understand that all the events leading up to the death of Jesus are called Holy Week.</p> <p>-They will learn that Christians believe that Jesus died on a cross and that was buried, but then 3 days later his the tomb was empty. They will understand that many people claimed to have seen him, alive and that Christians believe that Jesus’ death and resurrection were part of God’s salvation plan, to bring peace between God and humankind.</p> <p>-They will learn that Jesus took the punishment for the sins of the world and beat death.</p>	<p>- Raise relevant questions using who, what, where, when, how and why about the Easter story.</p> <p>-Be able to make links with Christians belief and practice in relation to the Easter story.</p>																								
<b>Session 2:</b>	<p>- Pupils will understand what Palm Sunday is, the significance of palms and how we use crosses to remember this today.</p> <p>- Pupils will learn about The Last Supper (Maundy Thursday) and how this is celebrated.</p> <p>- Discuss Good Friday – the day when Christians remember Jesus dying on the cross.</p> <p>-Hot cross buns. Ask: what do they have on them? What part of the Easter story does the cross remind you of?</p> <p>-Explain on Easter day Jesus came back alive, and this is called the resurrection.</p> <p>-Discuss with the pupils about whether they feel Easter Day was a sad or happy day? Why?</p> <p>-Easter eggs. Ask: What does the egg remind you of? How do they relate to new life? How are the cross and egg different?</p>	<p>-be able to explain how Christian might celebrate Easter and Jesus’ death and resurrection (hot cross buns, palm crosses, Easter eggs, going to church on Easter Sunday).</p>																								
<b>Session 3:</b>	<p>-Over two lessons pupils will look at the different stories of Moses in the Bible (Exodus). For example...</p> <ul style="list-style-type: none"> <li>When Moses was born and his mother sent him down the Nile in a basket, hoping the power of God would save him.</li> <li>When Moses was older and saw a burning bush that didn't seem to be consumed by the fire. He heard the voice of God asking him to save the people who were enslaved in Egypt and lead them to the Promised Land. At first, Moses refused God and asked him to send someone else but God insisted. Moses returned back to Egypt and asked the Pharaoh to free the slaves, he said no. This made God angry so he sent ten plagues to the land of Egypt.</li> </ul>	<p>- Work collaboratively to explain why Moses found it difficult to obey God.</p>																								
<b>Session 4:</b>	<ul style="list-style-type: none"> <li>When Moses parted the Red Sea by striking his staff and when Jesus asked him to climb to the top of the mountain in a thunderstorm.</li> <li>When God gave Moses 10 important laws known as the Ten Commandments that would tell his people how to live.</li> </ul>																									
<b>Session 5:</b>	<p>-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.</p>	<p>- Attend an Easter Service in our local church and present our work to demonstrate our understanding of Easter.</p>																								



# Year 3 - Medium Term Planning - RE - Spring 2



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
<p>Recap of study Christianity in Years 1 and 2. End of Key stage statements 3 and 5</p> <p>Explore modern Easter customs</p> <p>Retell the Easter story and what happened to Jesus when he went to Jerusalem</p>		<p>To examine resurrection in the arts over history</p> <p>To consider what most Christians believe about the resurrection and what difference that makes</p> <p>To examine why most Christians believe God sent Jesus as a saviour to rescue people</p> <p>To look at differences in opinion</p> <p>To consider what I believe about life after death</p>	<p>Resurrection</p> <p>Life after death</p> <p>Easter</p> <p>Salvation</p> <p>Easter Good Friday</p> <p>Forgiveness</p> <p>Sin</p> <p>Incarnation</p>
	Knowledge	As theologians, we will...	
<b>Session 1:</b>	-To know how people might have ceremonies which mark milestones, e.g. birth marriage death coming of age.	- Discuss birth, marriage and death and our personal experiences.	
<b>Session 2:</b>	-Christians believe that God became a human being in the person of Jesus in order to give hope that there is a better life with God after death.	- Explore depictions of Jesus' birth and death in African art and generate relevant questions	
<b>Session 3:</b>	-To know that most Christians believe that Jesus was resurrected. John 11:25: 'Jesus said to her, "I am the resurrection and the life. The one who believes in me even though they die".'	- Discus what pupils think Christians might feel and believe when they hear this.	
<b>Session 4:</b>	-Recall the main points of the story of Zacchaeus and how Jesus could be described as his saviour.	- Use drama to explore the life of Zacchaeus and generate relevant questions.	
<b>Session 5:</b>	- Christians believe that God became a human being in the person of Jesus in order to give hope that there is a better life with God after death.	- Explore the concept of the after-life and what Christians believe this to be	
<b>Session 6:</b>	-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.	- Attend an Easter Service in our local church and present our work to demonstrate our understanding of Easter.	



Prior Learning Links		Essential Knowledge & End Points	Key Vocabulary
Recap – Islam Recap Y3 Muhammad (PBUH), beliefs about Allah and how we know that Muhammad (PBUH) is important to most Muslims.		<ul style="list-style-type: none"> <li>-To recognise the Qur’an and identify it with Islam.</li> <li>-To explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).</li> <li>-To make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr).</li> <li>-To recognise some Muslims who have contributed to historical achievement.</li> <li>-To identify the contribution of religious groups in society.</li> </ul>	<ul style="list-style-type: none"> <li>Qur’an</li> <li>Prayer mat</li> <li>Ramadan</li> <li>Id-ul Fitr</li> <li>Human Rights</li> <li>Ethics</li> <li>Values</li> <li>Humanist</li> <li>Society</li> </ul>
	Knowledge	As theologians, we will...	
<b>Session 1:</b>	-Pupils will be able to recall the Muslim beliefs they remember about Allah from year three and the main artefacts they use during worship.	- Write sentences about previous learning & recap quiz about Y3 Islam content.	
<b>Session 2:</b>	<ul style="list-style-type: none"> <li>-Pupils will understand what the Qur’an, prayer mat, Qur’an stand and prayer beads are and how these items can link together.</li> <li>-Pupils will be able to give suggestions for when, how, why they are used &amp; which people use them and how each of artefacts should be treated with respect for example how they are handled, how they are stored etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify religious artefacts and understand their importance.</li> <li>- Explore how Muslims respect the Qur’an</li> </ul>	
<b>Session 3:</b>	-Pupils will be able to connect the Qur’an revelation to Muhammad (PBUH) by recalling the Night of Power story.	- Identify similarities and differences between how different groups of Muslims celebrate.	
<b>Session 4:</b>	-Pupils will be able to recall why many Muslims fast during Ramadan and what the celebration of Id-ul-Fitr is and how it’s celebrated. They will listen to a recording of a practice Muslims explain why Id-ul-Fitr is celebrated for the Islamic faith.	<ul style="list-style-type: none"> <li>- Explain the importance of fasting to many Muslims, what this involves and facts about the celebration of Id-ul-Fitr</li> <li>- Identify similarities and differences between how different groups of Muslims celebrate.</li> </ul>	
<b>Session 5:</b>	<ul style="list-style-type: none"> <li>--Pupils will recognise some of the Islamic individuals/groups that have contributed to historical achievement/influences in society in the past. For example: <ul style="list-style-type: none"> <li>-<b>Science</b> - Muslim scholars knew of many books written, not only by ancient Greek and Roman writers, but by Persian, Indian and Chinese writers too (e.g. famous caliph, <b>Al-Mamun</b>)</li> <li>-<b>Maths</b> -<b>Al-Khwarazmi</b>- discovered the number zero. The numerals (1, 2, 3, 4) used in the Arab world were much easier to use than Roman numerals (I, II, III, IV).</li> <li>-<b>Astronomy</b>- Muslims developed knowledge of astronomy. Over a hundred stars in the sky have Arabic names. They improved instruments of navigation, in particular the astrolabe. A primary motivation was to find the direction of the Kaaba in Mecca in order to pray facing in its direction.</li> <li>-<b>Medicine</b> -The Islamic world housed some of the first and most advanced hospitals from the 8th century, notably in Baghdad and Cairo. (Al-Razi (Rhazes), ran the Baghdad hospital in the late 800s and early 900s, was the first author known to have written a book about children’s diseases).</li> <li>-<b>Everyday life</b> - Hygiene and cleanliness was very important in the Muslim world. Muslims have to perform ritual washing (wudhu) before their five daily prayers. The Hadith (sayings of the Prophet Muhammad) states that cleanliness is half of faith.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Some groups will also look at other religious groups that impact on society – key ways, e.g. Human rights, peace keeping, ethic &amp; values and present their findings back so comparing and contrasting can take place.</li> <li>- Conduct research facts about Key Muslim figures throughout history and present these findings</li> </ul>	
<b>Session 6:</b>	-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.	- Attend an Easter Service in our local church and present our work to demonstrate our understanding of Easter.	



# Year 5 - Medium Term Planning - RE - Spring 2



<b>Prior Learning Links</b>  Recap Y3/4- Their understanding of how Christians view God, the significance of the Holy Trinity has and what this comprises of, the key events of the Easter story and why this celebrated still by Christians. In addition, they will build upon their knowledge of different types of church and how worship differs.	<b>Essential Knowledge &amp; End Points</b>  To describe what people can learn from Jesus' baptism story about how Christians view the different roles of God. To describe the roles of the Father, the Son and Holy Spirit To suggest how and why the Holy Spirit has become an influence in a Christian's understanding of God and how it's involved in believers' and infant baptism. To be able to apply their own ideas about God thoughtfully and respectfully and express religious beliefs in styles & words used by believers & suggest what they mean. To describe 3 examples where the Holy Spirit is expressed in symbolic form in art To describe and explain that Christians believe: God sent Jesus into the world to 'save his people from their sins' To explain the differences and similarities between the communities studied and what they mean to those who belong there. To be able to give their own personal views of how worship may/may not be helpful to people and say why they think as they do.	<b>Key Vocabulary</b>  Reconciliation Sacrifice Salvation Worship Trinity Humanist Islam Iconography
---	--	---

	<b>Knowledge</b>	<b>As theologians, we will...</b>
<b>Session 1:</b>	-Pupils will be taught that Christians believe in the Trinity: God as Father, Son, and Holy Spirit and that it is important to realise that this does not mean that Christians believe in three gods. -Pupils will understand that God took human form as Jesus Christ, that people can know God the Father in Heaven and that God is present today through the work of the Holy Spirit. -Pupils will look at different trinity sculptures (Annie Henry, Gubilini, and Simon Forstner). -Pupils will consider different aspects or characteristics of different parts of the trinity and how these could be represented separately and then think about how to represent them all in one figure.	- explain how our Trinity sculpture is different/similar to others and explain why these sculptures are important for some Christians.
<b>Session 2:</b>	-Pupils will learn that there are many diverse forms of worship (art- colour, music-songs, chants/ instruments and literature) and will explore how expressions of worship in Christianity, Islam and Judaism have changed over time and can be used to express religious beliefs . -Pupil will explore how the actual building the religion is worshipped in and how the different artefacts that are found inside/ the decoration of these buildings effect worship.	- research how music, art and literature is used during worship and within the religions of Islam, Judaism and Christianity, including how this has changed over time.
<b>Session 3:</b>	-Pupils will look at and discuss photographs/ videos of infant and believer's baptism and identify items used in both baptisms: e.g. robes; cards; candles; gifts; certificates; towel and explore what role the Holy Spirit plays in each of these two events. -Pupils will explore the use of water in both baptisms and how this symbolises the father, son and holy spirit. -Pupils will learn what people can learn from Jesus' baptism story about how Christians view the different roles of God and how John the Baptist used water to wash away bad things and start again symbolically 'clean'.	- Explore and explain the significance of the Holy Spirit in relation to the two forms of Christian baptism.
<b>Session 4:</b>	-Pupils will explore the question does worship make you happy? -Pupils will recap what Humanist/non-religious worldview ideas about there being no God, what their beliefs are, understand why they don't have places of worship and be able to explain what makes them happy.	- discuss/debate on the following questions based on the religions we know about: 'Do you think worship makes you happy?' 'What difference could worship make to you?' 'Do you believe in the power of worship?' 'What is worship like in school?' 'Is it different from being in a place of worship?'
<b>Session 5:</b>	-Pupils will recall the key events of the Easter story and understand why this celebrated still by Christians today. -Pupils will learn that for Christians, Jesus' life, death and resurrection is the culmination of this. -Pupils will understand that his death is seen by Christians as a sacrifice, the supreme example of God's love for people, and the model for Christian living.	-Explore how the Easter story demonstrates the importance of salvation and resurrection and why it's still celebrated by Christians today.
<b>Session 6:</b>	-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.	- Attend an Easter Service in our local church and present our work to demonstrate our understanding of Easter.





# Year 6 - Medium Term Planning - RE - Spring 2



<p><b>Prior Learning Links</b></p> <p>Building on aspects covered in years 1-5 that relate to 'The Fall' and creation.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <p><b>Bible Explorers</b></p> <p>Exploring aspects of 'God' 'Creation' and the 'Fall.' However, the scheme concentrates most time on the core concept 'People of God'</p> <p>The purpose of the scheme is to lead the children chronologically all the way from Creation, following the Patriarchs, Moses, Joshua, Judges, and Kings through to the prophets and how God's people are awaiting their Saviour</p>	<p><b>Key Vocabulary</b></p> <p>Samuel Saul David Whole/ Half/ No Heart Solomon Divided Kingdom Prophets Israel Scattered Judah Exiled</p> <p>Returned Zerubbabel Temple Esther Queen Ezra Nehemiah</p>
	<p><b>Knowledge</b></p>	<p><b>As theologians, we will...</b></p>
<p><b>Session 1 and 2:</b></p>	<ul style="list-style-type: none"> <li>- Pupils will consider the rule of the Kings as the 12 tribes of Israel unite, through the two books of Samuel - explore the divide in the Kingdom after the reign of Solomon, through the book of 1 Kings.</li> <li>-Pupils will consider why God sent prophets to speak to the people of Israel and Judah</li> <li>- Pupils will recall the storyline of the Old Testament, from the time of the United Kingdom of Israel to the time it becomes a divided Kingdom and splits into two</li> <li>-Pupils will understand the similarities and differences between the Kings: Saul, David, Solomon. - know that the Book of Psalms is a book of poems and songs - many written by David - explain the word "prophet" and recall at least one example in the Old Testament.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to consider the rule of the Kings as the 12 tribes of Israel unite, through the two books of Samuel</li> <li>- Be able to explore the divide in the Kingdom after the reign of Solomon, through the book of 1 Kings.</li> <li>- Be able to consider why God sent prophets to speak to the people of Israel and Judah</li> <li>-Be able to recall the storyline of the Old Testament, from the time of the United Kingdom of Israel to the time it becomes a divided Kingdom and splits into two</li> <li>- Be able to understand the similarities and differences between the Kings: Saul, David, Solomon.</li> <li>- Understand that the Book of Psalms is a book of poems and songs - many written by David</li> <li>- Be able to explain the word "prophet" and recall at least one example in the Old Testament</li> </ul>
<p><b>Session 3 and 4:</b></p>	<ul style="list-style-type: none"> <li>-To identify key elements, including geography, of the latter stages of the Old Testament</li> <li>- To look through the Book of 2 Kings</li> <li>- To explore the people and what they do as they return to Israel after the exile - look at the geographical context of the exile and Judah's return.</li> <li>- To set the scene for the promised Christ</li> <li>- To recall the storyline of the whole Old Testament</li> <li>-To recall the story of Esther and how this links to the Jewish festival of Purim</li> <li>-To retell their favourite story/character from the Old Testament</li> <li>-To give an example of how faith/belief in the Bible has an effect on daily life for Jews/Christians</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to recall the story of Esther and how this links to the Jewish festival of Purim</li> <li>-Be able to retell their favourite story/character from the Old Testament</li> <li>- Be able to give an example of how faith/belief in the Bible has an effect on daily life for Jews/Christians</li> </ul>
<p><b>Session 5:</b></p>	<ul style="list-style-type: none"> <li>-Reverend Ian Enticott and Nick Blackmore to deliver an Easter service that looks at what we celebrate Easter and the importance of it to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>- Attend an Easter Service in our local church and present our work to demonstrate our understanding of Easter.</li> </ul>