



<div>RELIGIOUS EDUCATION (Questful RE)</div> <div>Progression in Learning</div> <div>Cycle A – Year 3/4</div>							
	AUTUMN TERM			SPRING TERM		SUMMER TERM	
Unit	Unit 3.6: Harvest How do people of faith say thank you to God for the harvest?	Unit 3.1: Called by God What does it mean to be called by God?	Unit 4.2: Christmas Why is Jesus described as the light of the world?	Unit 4.3: Jesus Why do Christians believe Jesus is the Son of God?	Unit 3.4: Easter Is the cross a symbol of sadness or joy?	Unit 3.5: Rules for living Which rules should we follow?	Unit 4.6: Prayer What is prayer?
Christian Concepts (God's Big Story)	GOD - CREATION	GOD – PEOPLE OF GOD	INCARNATION - SALVATION	INCARNATION-GOSPEL-SALVATION	SALVATION	FALL– PEOPLE OF GOD – GOSPEL	GOD
Key Learning  The aim of this unit is to...	<ul style="list-style-type: none"> <li>build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest</li> <li>increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world</li> <li>deepen understanding of why harvest is celebrated by people of all faiths and world views</li> <li>enable pupils to reflect on their own experiences of harvest festivals</li> </ul>	<ul style="list-style-type: none"> <li>give children an opportunity to consider what it means to be called by God</li> <li>give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God</li> <li>give children an opportunity to ask local clergy about their call from God to be ordained</li> <li>to explore the lives and roles of Faith Leaders</li> </ul>	<ul style="list-style-type: none"> <li>give pupils an understanding of the Christian belief that Jesus is the, ‘Light of the World’.</li> <li>explore the multi-faceted metaphor of bringing light into people’s lives.</li> </ul>	<ul style="list-style-type: none"> <li>deepen the children’s understanding of Jesus, who he was, his teaching and behaviour.</li> <li>use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine.</li> <li>deepen pupil’s knowledge and understanding of why the sabbath , Shabbat, is so important to Jews.</li> <li>introduce pupil’s to the celebrations and traditions of Jewish Shabbat.</li> </ul>	<ul style="list-style-type: none"> <li>increase pupils’ knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week.</li> <li>discover how the services held in churches during Holy week reflect the sadness and joy.</li> <li>develop further the pupils’ understanding of the concept of salvation.</li> </ul>	<ul style="list-style-type: none"> <li>give pupils an opportunity to consider the value and purpose of rules.</li> <li>examine Christian rules for living and the source of these rules.</li> <li>encourage pupils to reflect upon their own lifestyle and the influences upon it.</li> <li>investigate the rules followed by two/three world faiths and the ways in which these rules influence behaviour and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>ensure that the children know that prayer is a way of communicating with God.</li> <li>ensure that pupils know that believers across all World Faiths pray in many similar and different ways.</li> <li>introduce pupils to the religious artefacts and actions associated with the practice of prayer.</li> <li>ensure that pupils to know that Christians believe that God listens and responds.</li> </ul>
Christian Values	Thankfulness, Generosity	Faith, Service, Courage	Hope. Peace	Justice, Responsibility, Respect, Reverence	Faith, Hope Love	Justice, Responsibility, Love. Forgiveness	Hope faith
Key Skills	Analyse, Investigate, Enquire	Interpret, Reflect	Reflect, Empathise, Apply, Interpret, Investigate	Apply Evaluate Analyse Reflect Interpret	Investigate, Empathise, Interpret, Reflect	Reflect, Apply, Enquire, Analyse	Interpret, Reflect
Key Questions  ? BIG QUESTIONS	<ul style="list-style-type: none"> <li>Why do communities celebrate the harvest?</li> <li>Why do Christians celebrate Harvest Festival?</li> <li>What exactly is being celebrated at harvest?</li> <li>Who celebrates the harvest?</li> <li>How do communities around the world celebrate harvest?</li> <li>Why is the harvest celebrated by people with faith and those of no faith?</li> <li>What does the Harvest Festival, and being thankful mean to you?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be called by God?</li> <li>In what ways does God call people? How does God speak to people?</li> <li>What sort of tasks does God call people to do?</li> <li>Who has been/or could be called by God?</li> <li>What is the role of a faith leader who has been called by God?</li> <li>What are the similarities and differences between the role and daily lives of faith leaders?</li> </ul>	<ul style="list-style-type: none"> <li>Why is Jesus described as the Light of the World?</li> <li>What does the light do to the dark?</li> <li>Why is light such a powerful symbol?</li> <li>Is light a good metaphor for Jesus?</li> <li>The sun already lights the world so how can Jesus be the light?</li> <li>In what ways do the actions of Christians show the light of Jesus in the world today?</li> <li>Why do people of faith light candles?</li> </ul>	<ul style="list-style-type: none"> <li>How do we know Jesus had power and authority?</li> <li>Where did Jesus’ power and authority come from?</li> <li>How do the actions of Jesus show that he is the Son of God?</li> <li>How do the actions of Jesus show his divine nature?</li> <li>How do these stories reveal Jesus to be the Son of God?</li> <li>What do Christians believe about Jesus and God because of these events?</li> </ul>	<ul style="list-style-type: none"> <li>Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?</li> <li>Is the cross a symbol of sadness or joy?</li> <li>How do the services held in churches during Holy Week and Easter reflect the sadness and joy?</li> <li>Is Good Friday the beginning or the end?</li> <li>Is Easter Sunday the end or the beginning?</li> </ul>	<ul style="list-style-type: none"> <li>What are rules?</li> <li>Why do we have rules?</li> <li>Who makes the rules?</li> <li>Who keeps the rules?</li> <li>Is there a difference between rules and laws?</li> <li>Who makes the law?</li> <li>What would happen if there were no rules/laws?</li> <li>Are the ten commandments still as relevant today? Why? Why not?</li> <li>Why did Jesus bring a new commandment?</li> <li>Why do religions have rules?</li> </ul>	<ul style="list-style-type: none"> <li>What is prayer?</li> <li>How do people pray?</li> <li>When do people pray?</li> <li>Why do people pray?</li> <li>Where do people pray?</li> </ul>
Key Experiences	<ul style="list-style-type: none"> <li>Reflecting upon their own experiences of Harvest Festivals.</li> <li>Learning about harvest celebrations around the world.</li> <li>Exploring the Harvest Festivals of Pongal and Sukkot</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the stories of Old Testament Prophets.</li> <li>Interviewing Clergy and/or those in Ministry.</li> <li>Considering what Prophets of today would speak in favour of or speak out against.</li> <li>Exploring the role and daily lives of Faith Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the key questions.</li> <li>Sitting in a darkened room in candlelight.</li> <li>Considering how Jesus and the actions of his followers brings light into people’s lives.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring Jesus’ power and authority through his words and actions.</li> <li>Discussing how Jesus’ words and actions connect to Christian beliefs that he is the Son of God.</li> <li>Exploring the Jewish celebrations of the Sabbath.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and retell the Easter Story, emphasising the emotions expressed by the people who were there at the time.</li> <li>To consider how the emotions of the events of Holy Week and Easter are reflected in church services.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to the story of Moses receiving the 10 Commandments.</li> <li>Discussion about the rules given by God and following those rules.</li> <li>To interview a Christian and ask questions about following the ‘rules’.</li> <li>To investigate rules for living in World Faiths.</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting upon the different styles of prayer.</li> <li>Creating prayers in different ways.</li> <li>Explaining how prayer is an expression of belief and commitment.</li> <li>Methodist schools – Year 4 materials from the Religious Education Methodist Resources RE Today can be used with this Unit <a href="https://www.methodistschools.org.uk/resource/details/52-religious-education-methodist-resources-re-today-">https://www.methodistschools.org.uk/resource/details/52-religious-education-methodist-resources-re-today-</a></li> </ul>
Key Vocabulary	Harvest Festival, thankfulness, Sukkot, Sukkah and Pongal	Prophet, God, Old Testament, ministry and ordination.	Jesus, light, candles, Christingle, Light of the World, Saviour and	Son of God, authority, miracle, Sabbath/Shabbat and Pharisees	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection	Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah,	pray, prayer, collect

			incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.			Fasting, Charity, Ramadan, Eid, Sikh, Langar, Buddhist, Humanist	
<b>Link to World Faiths</b> 	How do people of faith say thank you to God for the Harvest?  <b>Judaism , Hinduism</b>	Faith leaders; Who are they and what do they do?  <b>Islam, Judaism</b>	Why is light an important symbol in World Faiths?  <b>Judaism – Hanukkah, Hinduism – Diwali</b>	Why do Jewish people believe that the Sabbath/Shabbat is so important?  <b>Judaism - Shabbat</b>	<ul style="list-style-type: none"><li>N/A</li></ul>	Does everybody follow the same rules? Why? Why not?  <b>Islam, Buddhism, Sikhism</b>	How do people of world faiths pray?  <b>Judaism, Islam , Buddhism , Hinduism</b>
<b>Making connections</b>	<b>Year 1/2 – Cycle B</b> <b>Unit 1:1 Harvest – How can we help those who don’t have a good Harvest?</b> <ul style="list-style-type: none"><li>develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest.</li><li>increase awareness that the food we eat is harvested and distributed all around the world</li><li>raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails.</li><li>discuss what the response of Christians should be to the need of others.</li><li>to explore the Jewish festival of Sukkot</li></ul>	N/A	<b>Year 1/2 – Cycle A</b> <b>Unit 1.:3 Christmas – Why do we give and receive presents?</b> <ul style="list-style-type: none"><li>deepen the children’s understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.</li><li>discuss the thoughts and feelings associated with giving and receiving gifts.</li></ul> <b>Year 1/2 - Cycle B</b> <b>Unit 2:2 Christmas – Why was the birth of Jesus such good news?</b> <ul style="list-style-type: none"><li>explore the story of Christmas from the perspective that it was good news then and now.</li></ul> <b>Year 3/4 – Cycle B</b> <b>Unit 3:2 Christmas – How does the presence of Jesus impact on people’s lives?</b> <ul style="list-style-type: none"><li>give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.</li><li>deepen pupils’ understanding of the concept of Incarnation</li></ul>	<b>Year 1/2 – Cycle A</b> <b>Unit 1:4 Jesus – What made Jesus special?</b> <ul style="list-style-type: none"><li>explore Bible stories that reveal Jesus’ power and divine nature.</li><li>talk about how and why Christians believe Jesus was/is the Son of God.</li></ul> <b>Year 1/2 – Cycle B</b> <b>Unit 2:3 Jesus – Why did Jesus welcome everyone?</b> <ul style="list-style-type: none"><li>to increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</li><li>develop knowledge and understanding that Jesus had the power to miraculously heal people.</li></ul> <b>Year 3/4 – Cycle B</b> <b>Unit 3:3 Jesus – How did/does Jesus change lives?</b> <ul style="list-style-type: none"><li>deepen children’s insight into the impact Jesus had/has on people’s lives.</li><li>deepen children’s insight into the impact Jesus had/has on people’s lives.</li></ul>	<b>Year 1/2 – Cycle A</b> <b>Unit 2:4 Easter – How do symbols help us to understand the story?</b> <ul style="list-style-type: none"><li>give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</li><li>extend pupils knowledge of the details of the Easter story.</li><li>develop pupils’ understanding of the importance of Easter and the concept of salvation.</li></ul> <b>Year 1/2 – Cycle B</b> <b>Unit 1:5 Easter – What do you think is the most important part of the Easter story?</b> <ul style="list-style-type: none"><li>give children an opportunity to reflect upon the miracles of nature and new life during springtime.</li><li>for pupils to hear and be able to retell the Easter Story.</li><li>make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</li></ul> <b>Year 3/4 – Cycle B</b> <b>Unit 4:4 Easter – A story of betrayal or trust?</b> <ul style="list-style-type: none"><li>give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</li><li>deepen pupil’s understanding of the concept of salvation.</li><li>focus on the significance of the incidents of betrayal and trust in the Easter story.</li><li>increase pupil’s knowledge and understanding that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers.</li></ul>	<b>Year 3/4 – Cycle B</b> <b>Supplementary Unit S10 Proverbs – Is the book of Proverbs still relevant today?</b> <ul style="list-style-type: none"><li>explore a book of the Bible that is often overlooked in favour of stories.</li><li>discuss the value of wisdom and to read about the wisdom of Solomon.</li><li>unpack the meaning of several proverbs and discuss whether or not they are still relevant today.</li></ul>	N/A
<b>Making Connections to World Faiths</b> 	<b>Year 1/2 - Cycle B</b> <b>Unit 1:1 Harvest – How can we help those who don’t have a good Harvest?</b> (See ‘making connections to prior key learning’ section for the key learning)  How do Jews celebrate the harvest?  <b>Judaism</b>	N/A	N/A	N/A	<b>Year 3/4 – Cycle B</b> <b>Unit 4:4 Easter – A story of betrayal or trust?</b> Why should we forgive one another? What do World Faiths say about forgiveness?  <b>Hinduism, Islam, Judaism, Sikhism</b>	N/A	N/A