

Year6 : R.E Overview – Can stories change people?

Title	Core Skills	Challenge	Target Tracker Statements
<p>Explore differences and similarities in Christianity and Islam.</p> <p>1. What values and practices do religions and world views share?</p> <p>2. Why is meeting together important for religious people?</p> <p>3. How does the Church and Mosque important to Christians and Muslims? (2 weeks work)</p> <p>4. What differences do places of worship make to an area?</p> <p>5. What beliefs do religions and world views</p>	<p>Can they :</p> <p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.</p>	<p>Consolidating knowledge around different religions and world views and making presentations to the class on similarities.</p> <p>Investigating what goes on within two places of worship, with the opportunity to speak to a visitor.</p> <p>Visiting two places of worship to find out more about what they do for their own community, as well as those outside of their community.</p> <p>Design challenge for a new noticeboard in a place of worship.</p> <p>Investigating the golden rule and a new religion or world view about how to make decisions. Writing a blog or diary entry around new learning.</p>	<p>Emerging I can express my ideas of what a good community looks like in art or writing. I can explain any symbolism within the artwork. (step 4)</p> <p>Expected I can outline my ideas as well as those of others in art or writing. I can explain ideas connecting different teachings and beliefs. (step 5)</p> <p>Exceeding I can make connections between different features of religions and worldviews I have studied through art or in writing. I can explain or represent diverse ideas and viewpoints. (step 6)</p>

<p>share?</p> <p>6. What do I want to say to the world about community?</p>		<p>Creating a piece of art or doing an extended piece of writing on community and its importance.</p>	
<p>EASTER</p> <p>1. What do people know about the Easter story and where do their ideas come from? Part 1</p> <p>2. What do people know about the Easter story and where do their ideas come from? Part 2</p> <p>3. How do artists show the themes of Jesus' death and resurrection from the gospels?</p> <p>4. What other stories explore Easter themes?</p> <p>What symbol can we create together which use the themes and symbols of Easter? (2 lessons)</p> <p>5. Is Easter the end of the</p>	<p>Can they :</p> <p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features if religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these</p>	<p>Think about who was responsible for the death of Jesus.</p> <p>Consider the eye witness accounts from the resurrection story of Jesus and what this means for Christians today.</p> <p>Look at and interpret works of art inspired by the resurrection.</p> <p>Understand concepts involved in the resurrection stories and create their own story that tells an important concept.</p> <p>Meet with Christian visitors from a variety of different churches or denominations to find out what Easter means to them today.</p> <p>Create a report, drama, dance or film explaining what difference the Easter story makes today in people's lives.</p>	<p>Emerging I can use the right religious words to describe and compare what practices and experiences may be involved in belonging to different Christian churches at Easter (step 4)</p> <p>Expected I can describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives (step 5)</p> <p>Exceeding I can explain how different Christians mark Easter as an important festival, expressing insight into the difference Easter makes to the lives of modern day Christians (step 6)</p>

<p>story? 6. What difference does the Easter story make?</p>			
<p>Religious Leaders</p> <p>Why do we need leaders?</p> <p>2. What qualities do leaders possess?</p> <p>3. Who is an important religious leader in Newham?</p> <p>4. Who are important world religious leaders?</p> <p>5. Can I compare different religious leaders?</p> <p>6. What is the difference between a religious leader and a secular leader?</p>	<p>Can they:</p> <p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>Evaluate questions and arguments personally and critically</p>	<p>Pupils to consider the purpose and nature of leaders in our lives.</p> <p>Investigate important qualities for a leader to possess and use.</p> <p>Discover more from meeting a number of religious leaders from Newham. Pupils to interview them and then compare and contrast their findings.</p> <p>Investigate important religious leaders in the world in each religion. Pupils research and make presentations.</p> <p>Compare and contrast different world religious leaders.</p> <p>Examine and evaluate the difference between a religious and secular leader.</p>	<p>Emerging I can make some references to the roles and duties of religious leaders (step 4)</p> <p>Expected I can make some references to the roles and duties of religious leaders in several religions, including examples (step 5)</p> <p>Exceeding I can make some references to the roles and duties of religious leaders in several religions, including examples in both religious and secular communities. I can comment on the role of religious leaders in UK government and worldwide politics (step 6)</p>

Title	Core Skills	Challenge	Target Tracker Statements
Beliefs about Life after Death	Can they : Collect and use information	Thinking about the analogy of life	Emerging I can link and explain ideas from different

<p>1. What is life like?</p> <p>2. Living and dying: what do religions say?</p> <p>3. What do Hindu's believe about life after death?</p> <p>4. What do Christians believe about life after death?</p> <p>5. What do Muslims believe about life after death?</p> <p>6. Is death the end?</p> <p>7. P4C session on life and death</p>	<p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p>	<p>being like a journey and creating a poem.</p> <p>Finding out about what different religions and world views believe about the purpose of life.</p> <p>Investigating Hindu, Christian and Muslim believes about the purpose of life and life after death. Also what they do to mark someone dying.</p> <p>Comparing and contrasting different views and opinions and thinking about how we might help someone who has lost someone.</p> <p>Discussing our ideas about life and death and what is important.</p>	<p>religions on life and death as well as my own with reasons (step 4)</p> <p>Expected I can ask questions about things that are important to me and to other people around life and death and suggest answers which relate to my own and others' lives (step 5)</p> <p>Exceeding I can appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts. (step 6)</p>
<p>Art in Christianity</p> <p>1. How do people express their faith through art?</p> <p>2. How can colour express religious ideas or feelings?</p> <p>3. How is sculpture used in religion?</p> <p>4. How might music is used as worship?</p>	<p>Can they :</p> <p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p>	<p>Do look at different examples of Christian art and compare them with one another showing understanding of symbolic representation within the picture and key Christian beliefs.</p> <p>Investigating the symbolic use of colour within the Christian faith through dance.</p> <p>Pupils create their own Icon fir an Orthodox Christian</p>	<p>Emerging I can write about different art forms used in Christianity to express beliefs about God, and explain how this is similar or different to another religion. (step 4)</p> <p>Expected I can write about</p>

<p>5. How might drama express faith?</p> <p>6. What is similar and different about Christian arts to other religions?</p>	<p>In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives</p>	<p>Investigating Bible passages and their meaning and creating a sound track for a piece of scripture that is performed to the class.</p> <p>Watching a Christian drama, learning about what motivates a Christian to bring a Bible story to life. Pupils create their own piece of drama.</p> <p>Comparing Christianity to Islam and another religion or world view of their choice. What is similar and different about how the arts are used?</p>	<p>different art forms used in Christianity to express beliefs about God, with some comparisons between them and other practices found inside and outside of religion. (step 5)</p> <p>Exceeding I can write about different art forms used in Christianity to express beliefs about God, and explain how this is similar or different to another religion. I can comment on the symbolic importance of colours and music, with specific examples. I can associate these to specific Christian events and beliefs. (step 6)</p>
<p>Design a celebration</p> <p>1. Why do we have celebrations?</p> <p>2. What is special about celebrations in Islam?</p> <p>3. What is special about</p>	<p>Collect and use information</p> <p>Consider, link and discuss ideas</p> <p>Apply ideas thoughtfully</p> <p>Investigate and explain ideas around religions and worldviews</p> <p>Interpret ideas and arguments</p> <p>Evaluate questions and arguments personally and critically</p>	<p>Consider festivals that are part of the life of pupils and what values or reasons they share for why people celebrate.</p> <p>Investigate both Eid celebrations in a number of different Muslim cultures.</p> <p>Investigate different practices in Christianity around believer's baptism, confirmation and first communion. Consider what are the same, similar and different between them.</p>	<p>Emerging I can make some specific references to a religion and its celebrations (step 4)</p> <p>Expected I can make specific references to two religions and their celebrations, describing</p>

<p>celebrations in Christianity?</p> <p>4. Can I compare and contrast a Muslim celebration with a Christian celebration?</p> <p>5. Is it okay to take part in the celebrations of other religions?</p> <p>6. How can we make a celebration inclusive to everyone? 2 lessons</p>		<p>Consider similarities and differences between Ramadan-Eid and Lent-Easter.</p> <p>Investigate how to be part of different celebration and build community and friendship without compromising one's beliefs or religions.</p> <p>Pupils plan and create a celebration in groups or as a class that could involve everyone in the class and have meaning.</p>	<p>some specific religious or cultural practices (step 5)</p> <p>Exceeding I can make specific references to two or more religions and their celebrations, describing specific religious and cultural practices. I can make reference to how some practices are forbidden in some religious and celebratory in others, using appropriate and considered vocabulary. (step 6)</p>
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