



Learning journey	RE	Symbol - Trees (Mixed)	Year 4 SUM1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
In year 3 SUM2, children learnt about Christianity and linked it to stories with messages so children understand that stories within the bibles have messages, which Christian people believe and follow.	Children will explore the concept of Symbol linked Trees. They will think about what trees could symbolise to them and what other symbols might be important. They will then link this to the creation story (believed by C, J M) – learning about the tree of knowledge (C J I) and then the story of the Three Trees (C).	In year 5 AUT1, children will learn more about the beliefs of Muslims and their creation story within Stewardship.	Garden of Eden – land inhabited by the first humans (Adam and Eve) Islam – the name of the religion which means ‘peace and submission’, follows are called Muslims .	Bible – Christian holy book Torah – the Jewish holy book Qur’an – holy book of Islam Jesus Christ – the man Christians believe is the son of God

NC coverage and HWJS skills development	Knowledge organisers	
<p><u>HWJS skills development (from Living Difference IV)</u></p> <p>Communicate - children can express creatively as well as describe their response to their own experiences of the concepts/word introduced</p> <p>Apply - children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives</p> <p>Inquire - children can accurately describe what has been taught about the meanings of concepts/words</p> <p>Contextualise - children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied</p> <p>Evaluate- children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise Children can discern possible value for their own lives and communities.</p>	<p><u>Knowledge – Beliefs, practices and rituals within Christianity, Islam and Judaism</u></p> <p>The story of the tree of knowledge is in all 3 holy books, with slightly different meanings.</p> <p>Tree of knowledge – it is believed God created the world (by all 3 religions) and Adam and Eve lived there in the Garden of Eden. The tree of knowledge should not have been touched, but a snake tricked Eve and she ate an apple. God punished the snake by making him slide on his belly forever; he made childbirth painful for Eve and made Adam work his entire life (slightly varied interpretations for each religion)</p>	 <p>Resources in school: various pictures of different Christian symbols External resources: n/a</p>

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
	<p>UNCRC Article 12 –respect for the views of the child Article 14 – freedom of thought, belief and religion.</p>	<p>By the end of the unit, the children will be able to understand what the term ‘Symbol’ means and how it can be applied and their own lives and the lives of others</p>	
Assessment recording for the unit - checking the level of pitch of the work			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p>Key skills:</p> <p>Evaluate- children can discern and describe the value of ‘Symbol’ in the lives of those living in the traditions encountered and studied (Christianity) as well as recognising some of the issues this might raise.</p>	<p>Children are beginning to discern and describe the value of ‘Symbol’ in the lives of those living in the traditions encountered and studied (Christianity).</p>	<p>Children can discern and describe the value of ‘Symbol’ in the lives of those living in the traditions encountered and studied (Christianity) as well as recognising some of the issues this might raise.</p>	<p>Children can discern and describe the value of ‘Symbol’ in the lives of those living in the traditions encountered and studied (Christianity) as well as starting to describe some of the issues this might raise.</p>
<p>Key knowledge:</p> <p>Christians believe God created the world. On the 6th day, Adam was created and then God made him a companion (Eve). They were told not to eat from the ‘Tree of Knowledge’ but the snake convinced them to. Due to this, they were punished:</p> <ul style="list-style-type: none"> - Eve – made child birth painful - Snake – slide on his belly forever - Adam – made him work 	<p>Children know that Christians believe God created the world. On the 6th day, Adam was created and then God made him a companion (Eve).</p>	<p>Children know that Christians believe God created the world. On the 6th day, Adam was created and then God made him a companion (Eve). They were told not to eat from the ‘Tree of Knowledge’ but the snake convinced them to. Due to this, they were punished.</p>	<p>Children know that Christians believe God created the world. On the 6th day, Adam was created and then God made him a companion (Eve). They were told not to eat from the ‘Tree of Knowledge’ but the snake convinced them to. Due to this, they were punished:</p> <ul style="list-style-type: none"> - Eve – made child birth painful - Snake – slide on his belly forever - Adam – made him work

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports