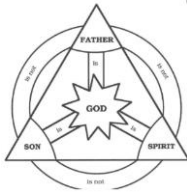



Learning journey	RE	God – God Talk (Mixed)	Year 5 SUM1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In AUT1 and SPR1 of year 5, children have been introduced to Islam learning about Creation and prayer.</p> <p>In LKS2, children have revisited Christianity various times so have an understanding of God and the fact Christians believe Jesus is the Son of God.</p>	<p>Children will explore the concept of God – what it means to them and others. They will learn that people have different views and beliefs.</p> <p>They will link this to both Christianity and Islam – looking at their views and beliefs about God.</p>	<p>In SUM2 year 5, children will learn more about the five pillars of Islam – Hajj and Zakat.</p> <p>In year 6, they will learn more about Christians and Muslims.</p>	<p><b>Trinity</b> – group of three things</p> <p><b>Tasbih beads</b> – prayer beads used by Muslims, generally with 99 beads to remember the 99 names of Allah</p> <p><b>Salvation</b> – saviour from sin</p>	<p><b>Almighty</b> – complete power</p> <p><b>Merciful</b> - forgiving</p> <p><b>Allah</b> – the Arabic name given for God</p> <p><b>Muslim</b> – the name of the people that follow the religion of Islam</p>

NC coverage and HWJS skills development	Knowledge organisers		
<p><b>HWJS skills development (from Living Difference IV)</b></p> <p><b>Communicate</b> - children can <b>respond creatively as well as begin to explain</b> their response to their own experiences of the concepts/words introduced</p> <p><b>Apply</b> - children can <b>explain some examples</b> of how their responses relate to events in their own and other people’s lives</p> <p><b>Inquire</b> - children can <b>accurately explain meanings of concepts/words</b> in the traditions encountered and studied</p> <p><b>Contextualise</b> - children can <b>accurately explain</b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions</p> <p><b>Evaluate</b> - children can <b>discern the value</b> 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 <b>discern possible value</b> in the concepts/words for their own lives and communities.</p>	<p><b>Knowledge – Beliefs, practices and rituals within Christianity and Islam</b></p> <p>Christians view God as the Holy Trinity (three parts) – the father, the son and holy spirit.</p> <p>Muslims do not have images of Allah (God) but they do have 99 names for him – this describes what he like, what he does.</p>	  <p><b>Resources in school:</b> Muslim prayer beads</p> <p><b>External resources:</b> n/a</p>	

<u>Connections / deepening understanding</u>	<u>RADE</u>	<u>Assessment</u>	
	<p><b>UNCRC</b>  <b>Article 12</b> –respect for the views of the child  <b>Article 14</b> – freedom of thought, belief and religion.</p>	<p>By the end of this unit, the children will be able to understand what the term ‘God’ means and will be able to describe what has been taught linked to ‘God’ and how Christians and Muslims view ‘God’.</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><b>Key skills:</b>  <b>Evaluate</b> - children can <b>discern the value</b> of the concept of ‘God’ in the lives of those living in the traditions encountered and studied (Christian, Islam), as well as recognising some of the issues this might raise.</p>	<p>Children are beginning to <b>discern the value</b> of the concept of ‘God’ in the lives of those living in the traditions encountered and studied (Christian, Islam).</p>	<p>Children are beginning to <b>discern the value</b> of the concept of ‘God’ in the lives of those living in the traditions encountered and studied (Christian, Islam), as well as recognising some of the issues this might raise.</p>	<p>Children can <b>discern the value</b> of the concept of ‘God’ in the lives of those living in the traditions encountered and studied (Christian, Islam), as well as recognising some of the issues this might raise.</p>
<p><b>Key knowledge:</b>  Children know that Christians view God as the Holy Trinity – with three parts – the father, the son and the holy spirit.  Children know that Muslims have 99 names for Allah – describing what he is like and what he does.</p>	<p>Children know that Christians view God as having three parts.  Children know that Muslims have many names for Allah.</p>	<p>Children know that Christians view God as the Holy Trinity – with three parts.  Children know that Muslims have 99 names for Allah.</p>	<p>Children know that Christians view God as the Holy Trinity – with three parts – the father, the son and the holy spirit.  Children know that Muslims have 99 names for Allah – describing what he is like and what he does.</p>

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