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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 /4 | Half term:  Year A  Autumn 1 | SCOPE: What do Christians learn from the Creation story? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| 1.1 What do Christians believe God is like?  1.2 Who do Christians say made the world? 1.3 Why does Christmas matter to Christians? [Incarnation]  1.4 What is the ‘good news’ Christians believe Jesus brings? [Gospel]  1.5 Why does Easter matter to Christians? [Salvation] | LO: Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world. | | LO: Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness | | Make connections: • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today | | U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? ‘What would Jesus do?’ [Gospel] U2.5 What do Christians believe Jesus did to ‘save’ people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God] |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | Children can describe what Christians do as part of their faith because they believe God if the Creator – noting how it is important to care for the Earth.  Children can describe how and why Christians might pray and ask for forgiveness. | | Children can discuss and ask questions about what might be important in the creation story for Christians and non Christians today. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Christian, Bible, Genesis, forgiveness, pray, creation**,** | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Autumn 2 | SCOPE: What is it like for someone to follow God? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Unit 1.1 What do Christians believe God is like? [God]  Unit 1.2 Who do Christians say made the world? [Creation]  1.3 Why does Christmas matter to Christians.  Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]  Unit 1.5 Why does Easter matter to Christians? [Salvation] | LO**:** Make sense of belief:  • Make clear links between the story of Noah and the idea of covenant | | **LO:** Understand the impact:  • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony | | **LO:** Make connections:  • Make links between the story of Noah and how we live in school and the wider world. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria**  Identify and describe the core beliefs and concepts studied.  Make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what. Texts/sources of authority can mean and give examples of what these sources mean to believers. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. | | **Success Criteria**  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.  Give good reasons for the views they have and the connections they make. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Noah, Covenant, Ceremony, | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Spring 1 | SCOPE: What is the ‘Trinity’ and why is it important for Christians? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Unit 1.1 What do Christians believe God is like? [God]  Unit 1.2 Who do Christians say made the world? [Creation]  1.3 Why does Christmas matter to Christians.  Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]  Unit 1.5 Why does Easter matter to Christians? [Salvation] | LO: Make sense of belief:  • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean  • Give examples of what these texts mean to some Christians today | | Understand the impact:  • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live | | Make connections:  • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria**  Identify and describe the core beliefs and concepts studied.  Make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what. Texts/sources of authority can mean and give examples of what these sources mean to believers. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | **Success Criteria**  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.  Give good reasons for the views they have and the connections they make. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Gospel, Trinity, Worship, Baptism, Prayer. | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Spring 2 | SCOPE: Why do Christians call the day Jesus died ‘Good Friday’? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Unit 1.1 What do Christians believe God is like? [God]  Unit 1.2 Who do Christians say made the world? [Creation]  1.3 Why does Christmas matter to Christians.  Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]  Unit 1.5 Why does Easter matter to Christians? [Salvation] | LO: Make sense of belief:  • Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live  • Offer informed suggestions about what the events of Holy Week mean to Christians  • Give examples of what Christians say about the importance of the events of Holy Week | | Understand the impact:  • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities  • Describe how Christians show their beliefs about Jesus in worship in different ways. | | Make connections:  • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. | | **Success Criteria**  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.  Give good reasons for the views they have and the connections they make. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Holy Week, Christians, Good Friday, Genesis 3, Creation | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: | Half term:  Year A  Summer 1 | SCOPE: What kind of world did Jesus want? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Unit 1.1 What do Christians believe God is like? [God]  Unit 1.2 Who do Christians say made the world? [Creation]  1.3 Why does Christmas matter to Christians.  Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]  Unit 1.5 Why does Easter matter to Christians? [Salvation] | LO: Make sense of belief:  • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus  • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’  • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian | | LO: Understand the impact:  • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. | | LO: Make connections:  • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | **Success Criteria**  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.  Give good reasons for the views they have and the connections they make. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Gospel, disciple. | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Summer 2 | SCOPE: For Christians, what was the impact of Pentecost? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Unit 1.1 What do Christians believe God is like? [God]  Unit 1.2 Who do Christians say made the world? [Creation]  1.3 Why does Christmas matter to Christians.  Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel]  Unit 1.5 Why does Easter matter to Christians? [Salvation] | LO: Make sense of belief:  • Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth  • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean  • Give examples of what Pentecost means to some Christians now | | LO: Understand the impact:  • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now  • Describe how Christians show their beliefs about the Holy Spirit in worship | | LO: Make connections:  • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | **Success Criteria**  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.  Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.  Give good reasons for the views they have and the connections they make. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Holy Spirit, Pentecost, communities,, Kingdom of God. | | | | | | |