**Spring Term Overview Years 3/4 – RE**

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| **Spring Term Book(s) – How to Train Your Dragon** | | |
| **Topic(s) – What do different people believe about God?** | | **Lesson Time 3 lessons** |
| **Assessment:** | End of topic assessment (Teacher-led questions)  Low stakes discussion with children.  Recapping VIPs from previous lessons  Scrutiny of work produced in books. | **Very Important Points (VIPs)**   * Hinduism and Christianity both have one God, but they can take different forms, e.g Brahma, Bishnu and Shiva (Hinduism) and The Father, The Son and The Holy Spirit (Christianity). * The Hindu place of worship is the Mandir Temple and the Christian place of worship is a Church. * Hindus believe that there is one supreme God, Brahman, who is recognised in the form of other Gods. * Christians believe there is only one God, who they call 'the Father'. * God created Adam to look after the world and teach people the values of right and wrong. * The story of Adam and Eve shows the Christian idea of God creating the world and life on Earth.   **FAT Question:**  **Why is it important to consider what different people believe about God?** |
| **Links to prior learning (sequencing) and canon book** | Children will build on their knowledge of the Christian faith from KS1. They will revisit the Christian beliefs and key principles. The children will also be able to make connections from the previous RE topic of Christianity in the world today in the Autumn Term 2, so they will already have the foundations of knowledge about Christianity. The children learnt about Hinduism in Autumn Term 1. The lessons in this sequence will re-cap the learning from the first term on both religions. Children read about both religions in ‘reading for productivity’ sessions. They will be able to make comparisons between the religions of Hinduism and Christianity. |
| **Links to other learning (cross fertilisation)** | **Geography –** Links to where Christianity and Hindu originate and the similarities in the locations of the relegions in present day.  **History –** Consider how the histroy of Hinduism and Christianity has evolved and grown over time, as well as how the celebrations of different religions have changed.  **PSHE –** Links to respecting each others views and beliefs and considering what they believe themselves. |
| **Links to future learning** | This learning will support children when they move onto UKS2 and look at what matters most to Christians. This topic will also help build upon the knowledge of how religions evolve and develop around the world. In the next half term, children will learn about a new religion of Islam and compare how Christian beliefs about God are similar/different to Islamic beliefs. Children will also learn more about the Islamic beliefs about God through religious stories and how they relate to the beliefs of the religion. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | **Thematic Questions**  **The World Beyond Us**  **Do religious beliefs change depending on location in the world?**  **Modern Britain**  **What does it mean to be a Christian in Britain today?**  **What does it mean to be a Hindu today?**  **How have the Christian and Hindu religious celebrations changed over time to what they are today?**  **The World Around Us**  **How do Christian and Hindu traditions become part of daily routines and practices?**  **How does being part of a community help us?**  **Culture**  **What does it mean to belong to a faith community?**  **How did does religion effect the daily life of citizens?**  **Technology in Action** **How has technology changed the role of Christianity?**  **How has technology changed the role of Hinduism?** |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| **Week 1** | To identify and compare the key beliefs of Hinduism and Christianity. | To understand the key beliefs of Hinduism.  To understand the key beliefs of Christianity.  To consider the similarities and differences in the religious beliefs of Hinduism and Christianity. | Christianity, Hinduism, Trust, Faith, Holy Trinity, creator, preserver, destroyer. | GD:  Deepen the moment, thinking around the BIG question to develop the wider context of the religions, more detailed answers when comparing the two religions.  SEND:  Use of gap fill texts for reading for productivity.  Differentiated table for first task, with a word bank to support their answers.  Sentence starters for similarities and differences. | That the Gods are the same and represent the same values.  That every Holy text is called a ‘Bible’ or every religious activity involves prayer.  The belief that Hindus have more than one god that they worship – they worship multiple Gods but they are all forms of the supreme God Brahman. | Trust shared > Primaries > Departments > KS2 > Year 3/4 curriculum planning > Cycle B > Spring 1 > RE > Lesson 1  Introduce the new topic. Ask the children what they can remember about Christianity and Hinduism from Autumn Term. Mind map ideas.  Watch videos and write down notes on key beliefs of the two religions (beliefs about life/death, holy texts and place of worship).  Compare the key beliefs in the two religions through a table.  Deepen the moment to extend thinking.  **SEND**  Use of closed caption texts during reading for productivity.  Table with questions to prompt learning and word bank to support them with key terminology and concepts.  **Year 3**  Differentiation by outcome based on ability (LA/MA/HA).  Word mat available to support pupils.  **Year 4**  Differentiation by outcome based on ability. Use of terminology relevant to Christian and Hindu beliefs (LA/MA/HA).  **Deepen the moment**  How do you think the daily routines of Christians and Hindus are different? |
| **Week 2** | To identify and compare what Hindus and Christians believe about God. | To understand what Hindus, believe about God.  To understand what Christians believe about God.  To create a letter explaining and comparing Christian and Hindu beliefs about God. | Christianity, Hinduism, Trust, Faith, Holy Trinity, creator, preserver, destroyer, Brahman, Brahma, Vishnu, Shiva. | GD: Deepen the moment, BIG question to compare how religious beliefs are realised in everyday life.  SEND: Differentiated text and gap fill reading for productivity sheet, letter template with key word bank for the main task. | That ‘God’ only exists in one form and one religion, rather than a concept that adapts to different religions.  The belief that Jesus is God – some children will need help with grasping the concept that he is his son. | Trust shared > Primaries > Departments > KS2 > Year 3/4 curriculum planning > Cycle B > Spring 1 > RE > Lesson 2  Explore the FAT Question as a class.  Introduce new VIPs into the lesson.  Recap prior learning from previous lesson as a partner and class discussion. Mind map ideas.  Introduce Hindu beliefs about God through teacher input and videos linked on slides. Children note-taking and question prompts throughout.  Introduce Christian beliefs about God through teacher input and videos linked on slides. Children note-taking and question prompts throughout.  Partner and class discussion of how Christian and Hindu beliefs about God are similar and how they are different.  Mind map this on the board together – opportunity to share note-taking.  Hook for activity – read the letter been sent to the class as a stimulus for their response.  Write a letter using notes to outline the similarities and differences between Christianity and Hinduism.  Deepen the moment to extend thinking.  **SEND**  Reading for productivity differentiated text and closed caption template.  Letter template, including word banks of key vocabulary to prompt answers.  **Year 3**  To write a letter in reply to Lucy, outlining the key similarities and differences between Christianity and Hinduism.  Differentiated task slide.  Outlined SPaG specific to Y3.  Outlined vocabulary bank on the board specific to Y3.  Differentiation by outcome based on ability (LA/MA/HA).  **Year 4**  To write a letter in reply to Lucy, outlining the key similarities and differences between Christianity and Hinduism.  Differentiated task slide.  Outlined SPaG specific to Y4.  Outlined vocabulary bank on the board specific to Y4.  Differentiation by outcome based on ability (LA/MA/HA).  **Deepen the moment**  What religious daily routines are similar between the Hindu and Christian religions? |
| **Week 3** | LO: To understand how ideas about God are presented through the story of Adam and Eve. | To learn about the story of Adam and Eve.  To understand the significance of the story of Adam and Eve in the Christian religion.  To identify how the ideas of God within Christianity are represented in the story of Adam and Eve. | Christianity, Hinduism, Trust, Faith, Holy Trinity, Adam, Eve, Serpent, Destroyer. | GD: Deepen the moment, BIG questions to contextualise learning with the realm of religion, challenged by the use of extended SPaG concepts.  SEND: Differentiated text and gap fill reading for productivity sheet, template for story board of Adam and Eve. | That Adam and Eve were created at the same time.  That God was also physically with them in the garden of Eden.  That God didn’t punish them for their actions and wrong doings. | Trust shared > Primaries > Departments > KS2 > Year 3/4 curriculum planning > Cycle B > Spring 1 > RE > Lesson 3  Recap learning on prior lesson about beliefs about God through sharing ideas as a class on post it notes.  Consideration about what children may have already learnt about the story of Adam and Eve. Discuss this as a class and revisit at the end of lesson.  Introduce new VIPs to the lesson.  Watch video of the Adam and Eve story and make notes during the video.  PowerPoint of the story for more depth on what ideas about God are communicated and what Christians can learn about God from the story.  Create actions to remember the sequence of the story, emphasising on what God has created and his beliefs in what is right and wrong.  Partner discussion about what beliefs about God are communicated through the story of Adam and Eve.  Task to explain the important events in the Adam and Eve story and how it relates to Christian beliefs about God.  **SEND**  Closed caption reading for productivity and differentiated text.  Closed caption re-telling of the story with links to how it represents key beliefs about God. Word banks to use throughout task.  **Year 3**  Y3 template to support learners with pictorial prompts and subheadings.  Differentiation by outcome based on ability (LA/MA/HA).  **Year 4**  Y4 independently use paragraphs and subheadings to explain how the story represents key beliefs in Christianity.  Y4 additional task – How can this key belief be shown in the everyday life of a Christian? For each subheading.  **Deepen the moment**  How has the story of Adam and Eve influenced what Christians believe about God? Give examples. |
| Context (big picture learning) Children will get the opportunity to contextualise their learning of Christianity and Hinduism last term through the comparison of different aspects of the beliefs (beliefs about God, daily routines, key beliefs, etc). Children will continue to understand the similarities and differences between different religions through the comparison of religious stories and texts that inform Hindu and Christian beliefs about God. | | | | | | |

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 > RE)**

Lesson 1, Lesson 2, Lesson 3.

**Key Hindu Beliefs**

**God**

Hindus believe in one supreme God called Brahman, who is realised through other gods and goddesses. Hindus also believe that parts of Brahman are everywhere so there are consequence for how you behave in this life when you move onto the next life.

**Place of Worship**

The Hindu place of worship is the Mandir Temple. Prayer can take place here, as well as in the home.

**Religious Text**

There are various religious texts, books and readings that are the foundation of religious teachings within the Hindu religion.

**Key Vocabulary**

Worship – Acts of religious praise to God. A demonstration of honour and devotion.

Prayer – Communication with God, usually through words.

Christian – A person who has received Christian baptism or is a believer in Christianity.

Hindu – A person who worships the supreme God Brahman and beliefs in the reincarnation.

Brahman – The supreme God in the Hindu religion who is realised in different forms.

Jesus – The son of God in the Christian religion.

Faith – A strong religious belief in a particular God.

Denomination - A particular religious group which has slightly different beliefs from other groups within the same faith.

**Key Christian Beliefs**

**God**

Christians believe in one God, who has a son called Jesus who came down to Earth to teach people about the correct morals and values. They believe that god is realised in 3 forms – The Father, The Son and The Holy Spirit.

**Place of Worship**

The Christian place of worship is a Church. Prayer can take place here, as well as in the home.

**Religious Text**

Christians have one religious text called the Bible. This is where the teachings of the religion come from. The bible is split into 2 parts: The New and Old Testament.

**RE Knowledge Organiser**

**FAT Question**

**Why is it important to consider what different people believe about God?**





