

TERM 1 OVERVIEW YEAR 5/6 – Religious Education

Term 1 Book(s) – Who Let The Gods Out – Maz Evans	
Topic(s) – Is it better to express your religion in arts and architecture or charity and generosity? Christianity, Islam and Humanism	Guide Time = 6 lessons: 3 per half-term
Assessment:	<p>End of topic assessments (Teacher led- key questions) Low Stakes quizzing. In-depth discussion with children. Re-capping and reflecting on VIPs from previous lesson at the start of a new session. Scrutiny of work produced in curriculum books.</p>
Links to prior learning (sequencing) and canon book	<p>• Prior learning Places of worship are known and learners should be able to recall names of different places of worship for different faiths. The role religious art plays in depicting the afterlife (Year 5/6 cycle A – Summer term – presumed missed due to school closure 2020). Pillars of Islam, modern Muslim and impact on daily life/routine. Christian beliefs and festivals. The nativity story, The Easter Story and Lent. Humanist – meaning of term – related language, secular, atheist. Humanist interpretations of the afterlife (Year 5/6 cycle A – Summer term – presumed missed due to school closure 2020).</p> <p>• Canon book (Who Let The Gods Out) Ancient Greek beliefs of gods and goddesses – polytheism. Art and architecture of ancient Greece – impact of religion. Influence of classical art and architecture on religious art and architecture – particularly Christian art and architecture of the renaissance.</p>
	<p>Very Important Points (VIPs):</p> <p>Charity - an organisation for helping those in need/ kind behaviour towards others.</p> <p>Charity is an important teaching within both religions.</p> <p>In Christianity, charity is one of the seven virtues (good things people should do).</p> <p>Zakah is one of the five pillars of Islam.</p> <p>Zakah is the duty of all Muslims, who can afford it, to give money to help the poor.</p> <p>Christian art represents stories, teachings and people from the Bible.</p> <p>Christian art can take many forms: mosaics, paintings, stained glass windows, sculpture and many more.</p> <p>Islamic art does not represent the physical form of nature. The main art forms in Islam are calligraphy and books.</p>

**Links to other learning
(cross fertilisation)**

History – links to Ancient Greeks and life in Ancient Greece.
 Art – understanding the impact of religion on art in a global sense. Knowledge of some of the most important and well known art and architecture globally.
 Geography – placing the art and architecture of Christianity, Islam and Humanism around the world.
 English – write a email/letter to the charity of choice explaining project, asking for advice in fundraise etc

Thematic Questions:

The World Around Us:

Is the religion of Christianity resprented differently throughout the world?
 Is the religion of Islam resprented differently throughout the world?
 Is art and architecture more important than charity and generosity in some countries, but not in others?

World Beyond Us:

Can evidence of charity and generosity be found in older societies?
 Have any religious items (art and architecture) even been in to space?

Culture:

Do all Muslims contribute to charity and generosity?
 Do all Christians contribute to charity and generosity?

Modern Britain

Why are the number of mosques in Britain increasing?
 Do and cathedrals and churches still play an important role in Christianity?
 Are there any examples of Christianity and Islam working collaboratively in Britain?

Technology in Action:

Does modern technology have an impact on the quality of art and architecture in religious buildings?

Charity is an important teaching within both religions.

Fat Questions:

Is it better to demonstrate faith through art and architecture or charity and generosity?

Is it better to give money to charity or volunteer your time?

Do Christians and Muslims need a special building to worship in?

	<p>Has the architectural design of churches and mosques changed over time?</p> <p><u>Healthy Body and Healthy Mind:</u></p> <p>Can places of worship and religious art have a positive impact on mental health?</p> <p>How does the work of charities help to provide support for those in need?</p>	
<p>Links to future learning</p>	<p>Knowledge:-</p> <p>Year 7 – coverage of World religions, knowledge of basics of Christianity: the Bible, the Holy Trinity, Jesus as son of God, and basics of Islam: Allah means God in arabic – so belief in one God like Christians, the Quran, 5 pillars</p> <p>Year 8 – Art and religion, Global issues including charities</p> <p>Skill development:-</p> <p>a) Ability to explain importance of an action or belief, example, rather than just explaining what 'Zakah' is, explain why it is important, what is the consequence of this action and what is the belief behind it.</p> <p>b) Evaluation. Written and verbal responses to questions using: Yes and reasons why or No and reasons why with concluding paragraphs.</p>	
<p>Character/Wider Development ('50 things', cultural capital, skills)</p>	<p>Education visit to places of local interest:-</p> <ol style="list-style-type: none"> 1. churches of Pontefract – All Saints and St Giles 2. Wakefield mosque <p>Fund raising project:-</p> <ol style="list-style-type: none"> a) Students decide which charity to raise money for. b) Students decide how to fundraise and organise events themselves. 	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Lesson 4: Charity</p> <p>VIPs - Charity - an organisation for helping those in need/ kind behaviour towards others.</p> <p>Volunteering means to do something without being paid for it.</p> <p>Charities are supported by people raising money and by people volunteering their time.</p> <p>Fat Question: Is it better to give money to charity or volunteer your time?</p>	<p>To better understand the meaning of charity.</p>	<p>NC – Is it better to express your religion in arts and architecture <i>or charity and generosity?</i></p> <p>We will learn about a number of charities and why people choose to be charitable.</p>	<p>Charity Charity shop Generosity Fundraising Volunteering Donating Disaster Support</p>	<p>GD:</p> <p>Y5: Children to write a letter with reference to the TAF for writing based on their year group – these can be shared with the children. It will also be helpful to create a success criteria for children to ensure these TAF statements are met.</p> <p>Y6: Children to write a newspaper report with reference to the TAF for writing based on their year group – these can be shared with the children. It will also be helpful to create a success criteria for children to ensure these TAF statements are met.</p> <p>SEND: children can use ICT to create a poster for their chosen fundraiser</p>	<p>What is a charity? Charity comes in many forms and is evident in many different aspects of life.</p> <p>Do people who work for charities get paid? In some case people earn a living through charity work, however, some simply volunteer their time for free. Mention non-profit organisations.</p> <p>Charities provide help to those in need in many different ways, not necessarily financial.</p>	<p>Learners to look at Children in Need (topical for when this lesson will be delivered) and to understand the rationale behind the charity being set up. Children will then think about how they can support the charity by creating their own fundraising event within school (children to work in small groups to create this).</p> <p>Children will then write a short piece to persuade/inform people about their fundraiser, linking to the learning and rationale behind Children in Need.</p> <p>https://www.bbcchildreninneed.co.uk/schools/</p> <p>https://www.bbcchildreninneed.co.uk/schools/primary-resources/</p> <p>Deepen the moment - Year 5: Use the literacy resources to use a range of persuasive features in your writing (linked to TAF).</p> <p>Year 6: Include direct speech (quotes) in your newspaper report and make sure you punctuate them correctly (linked to TAF).</p>

				with short facts about the charity and their event.		
<p>Context (big picture learning): After the half-term break, focus to shift to charity and the role religion plays in charity. During this lesson. Learners will gain an understanding of some of the main charities and the work they do. They will also develop understanding that charity can be giving money or possessions and volunteering time. Begin with a non-religious look at charity so that key concepts are understood and also charity project is started which will continue through the half-term. This lesson will be linked to Children in Need and the work they do. A fundraising event will be created based on their understanding of this charity.</p>						
<p>Lesson 5: Christian and Muslim beliefs on charity.</p> <p>VIPs - Charity is an important teaching within both religions.</p> <p>In Christianity, charity is one of the seven virtues (good things people should do).</p> <p>Zakah is one of the five pillars of Islam.</p> <p>Zakah is the duty of all</p>	<p>To understand the key similarities and differences between Christian and Islamic beliefs on charity and generosity.</p>	<p>NC – Is it better to express your religion in arts and architecture <i>or charity and generosity?</i></p> <p>We will learn that both religions teach the importance of charity.</p>	<p>Charity Generosity Volunteer Christian Islam Muslim Zakah Humanist Christian Aid Islamic Relief</p>	<p>GD: Y5: After children have completed their table, they should begin to think about specific religious charities and understanding their mission statements. What do these mean to you? Can you give examples of charity being used through these charities?</p> <p>Y6: After children have completed the table, they should then look for other religious charities, not just within Christianity and Islam, but wider religions. Can they</p>	<p>Christian Aid does not only support Christians in need but all who are in need in emergency situations.</p> <p>Islamic Relief do not only support Muslims, but anyone who is in need regardless of their faith.</p>	<p>Children will learn about the two main religious charities in Christianity and Islam. They will create a table of comparison between Islamic and Christian beliefs around charity and generosity – as well as provide examples (year 6).</p> <p>Deepen the moment - Year 5: provide information about one Christian and one Islamic charity that you have learned about.</p> <p>Year 6: why do you think that the two charities we have studied provide help and support to people of a different faith?</p> <p>https://www.bbc.co.uk/bitesize/guides/zdrxbdm/revision/11</p> <p>https://www.christianaid.org.uk/</p> <p>https://www.youtube.com/watch?v=xa4jC5AeAZo</p> <p>https://www.bbc.co.uk/bitesize/guides/zhbpfcw/revision/4</p> <p>https://www.bbc.co.uk/bitesize/clips/zrsd2hv</p>

<p>Muslims, who can afford it, to give money to help the poor.</p> <p>Fat Question: Do charities like Christian Aid and Islamic relief only help those with the same religious beliefs as their own?</p>				<p>draw comparison between the charities they have found and the two we have studied?</p> <p>SEND: Children to write an example of a Christian charity and an Islamic charity. Thinking about ways they help the needy both in and out of their religion.</p>		<p>https://www.youtube.com/watch?v=KsSDk-eZhwc</p>
<p>Context (big picture learning): Having established which charity they are going to fundraise for and how they are going to fundraise, learners take a look at religious beliefs around charity. They develop a deeper understanding of one of the five pillars of Islam (Zakah). They establish what Muslims believe and consider the reasons behind this belief. Learners compare Christian beliefs around charity and again beliefs behind Christian acts of charity. They will demonstrate their understanding of charity by identifying similarities and differences between the two religions.</p>						
<p>Lesson 6: Charity or art and architecture</p> <p>Charity is an important teaching within both religions.</p> <p>Art and architecture</p>	<p>To compare and justify the importance of art and architecture with charity.</p>	<p>NC – Is it better to express your religion in arts and architecture <i>or charity and generosity?</i></p> <p>We will learn that art, architecture and charity all play an important</p>	<p>Mosque Charity Calligraphy Dome Statue Community centre Church Geometric pattern Stained glass</p>	<p>GD: Y5: Children to provide detailed justifications based on previous learning that has been taught throughout the term. Y6: Children to provide detailed</p>	<p>It is okay to form an opinion and to defend with reasons.</p> <p>It is okay not to agree with the views of others but important to listen to them and to respect the views of others.</p> <p>There is no correct or incorrect decision –</p>	<p>Children to recap on all previous learning regarding art and architecture compared with charity. Children will then have to make a decision as to which one they would like to spend their money on.</p> <p>Children will be expected to justify their choices (linked to previous learning) either verbally or in written form.</p> <p>Deepen the moment - Year 5: children to think about and answer 1/2 questions based on their</p>

<p>have importance within both religions.</p> <p>Fat question: Is it better to demonstrate faith through art and architecture or charity and generosity?</p>		<p>role within religion.</p>		<p>justifications based on previous learning that has been taught throughout the term.</p> <p>SEND: children to have a simplified budgeting sheet and to make an informed decision as to what they would like to spend their money on.</p>	<p>what you decide to spend your money on is completely up to you but must be justified.</p>	<p>choices. They can answer these in books, using previous learning to help with explanations.</p> <p>Year 6: children to think about and answer 3/4 questions based on their choices. They can answer these in books, using previous learning to help with explanations.</p> <p>https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j</p>
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Context (big picture learning): This is an evaluation lesson where children will be expected to pull together all previous learning that has been covered throughout the term. This lesson will allow children to independently select and justify reasons for spending money in the way that they have, and on the things that they have. Not only will children use a range of skills to effectively select and justify religious items, they will encounter moral dilemmas and have to accurately construct a budget in order to avoid overspending. The latter part of the lesson will allow children to construct a written response to evidence their justification for choosing to spend the money on what they have.

Link to resources Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Autumn - Who Let the Gods Out > RE > Autumn 2

Folder name: Autumn – Who Let the Gods Out > RE > Autumn 2

Week 1 – Lesson 1

Week 2 – N/A PSHE

Week 3 – Lesson 2

Week 4 – N/A PSHE

Week 5 – Lesson 3

Week 6 – N/A PSHE

Week 7 – Assessment Week (consolidation)

VIPs

People of Ancient Greece believed in a number of gods.

Building temples and statues to honour the gods was very important in ancient Greece.

Greek gods were shown through sculpture and painted pottery.

Christian art represents stories, teachings and people from the Bible.

Christian art can take many forms: mosaics, paintings, stained glass windows, sculpture and many more.

Churches and cathedrals are examples of Christian architecture.

Islamic art does not represent the physical form of nature.

The main art forms in Islam are calligraphy and books.

Paintings and sculptures are not as important in Islam.

Zakah is the duty of all Muslims, who can afford it, to give money to help the poor (at least 2.5% of their savings and valuables every year).

Christians believe that charity is one of the seven virtues (good things people should do) it is opposite to greed – one of the seven sins.

Intent

To improve understanding and tolerance of other religions throughout the world.

Fat Questions

Is Ancient Greek architecture the most aesthetically pleasing in the world?

Do Christians need a special building to worship in?

Do Muslims choose not to draw the prophet Muhammad because nobody knows what he looks like?



Christian ART: Christian art is sacred art which uses themes and images from Christianity. Images of Jesus, Mary, saints and stories from the Bible are used in Christian art.

Christian CHARITY: There are many Christian organisations set up to support those in need with the underlining principal of reducing the inequality between rich and poor people. Christians support charities through giving donations and/or volunteering their time to help those in need.

Islamic ART: Islamic art seeks to portray the meaning and essence of things, rather than just their physical form. People do not appear in specifically religious art. The Muslim artist does not attempt to replicate nature as it is, but tries to convey what it represents. This lets the artist, and those who experience the art, get closer to Allah.

Islamic CHARITY: It is a duty of all Muslims who can afford it to donate 2.5% of their wealth to help others. The belief is that everything anyone possesses belongs to Allah therefore all have a right to claim a portion. There are also Islamic organisations set up to support those in need by supplying emergency supplies.

Key Vocabulary

Polytheism – belief in more than one god

Monotheism – belief in one God

Atheism – belief there is no god

Sacred – religious purpose

Art – expression of creativity

Architecture – designing and constructing buildings

Church – Christian place of worship

Cathedral – most important church, linked to a bishop

Bible – Christian holy book

Jesus – Christians believe is the son of God

Mosque – Islamic place of worship

Quran – Islamic holy book

Five Pillars of Islam – Islamic religious acts of Muslims

Zakah – one of the five pillars.

Prophet Muhammad – main prophet in Islamic belief.

Charity – help or money given to those in need.

