

TERM 1 OVERVIEW KS1 – RE

Term 1 Book – Man on the Moon

Topic(s) -		Guide Time = Autumn term
Assessment:	Assessments to include: End of topic assessments (Teacher led- key questions) Low Stakes quizzing. In-depth discussion with children. Re-capping and reflecting on VIPs through pupil questioning and understanding Scrutiny of work produced in curriculum books. Y2 evidence in written work and their explanations	Very Important Points (VIPs): <ul style="list-style-type: none"> - The Holy Book is the sacred book belonging to certain religious communities or political groups. - The Qur'an is the holy book for Muslims. - Sacred books must be treated with respect. - Sacred books teach people right and wrong. - Muhammad was the last profit of Allaah. - Muslims believe that Allaah is the creator of the universe and is equivalent to God. - The Kaaba is a building at the centre of Islam's most important mosque. - If you depict someone or something, you show what that person or thing is like. - Idolatry is the worship of a person or thing as a God. - Tawhid is the Islamic belief that God is a unique and not a thing. - Offense is to cause someone to feel resentful, upset, or annoyed. Fat Questions: <ul style="list-style-type: none"> - How does the Christian community make a difference in the world-wide community? - How does the Muslim community make a difference in the world-wide community? - How does the Jewish community make a difference in the world-wide community? - Does everyone have to follow the same religion? - Are there any similarities between different religions? Explain.
Links to prior learning (sequencing) and canon book	Links to what children know about Christianity, Judaism and Islam from personal experience. Children have learned about discovering and learning from others from 'Only One You' book in Autumn 1 term. Children will learn about a day in the life of Bob from the book 'Man on the Moon'.	
Links to other learning (cross fertilisation)	Thematic Questions The World Beyond Us Do our actions impact events that happen to us? The World Around Us Where do we belong? What do you know about other religions from around the world? Culture What does it mean to belong to a faith community? Healthy Bodies & Healthy Minds How does a religion help to create a healthy lifestyle? Technology in Action Does technology interfere with religious teaching? Modern Britain What does it mean to be a Christian in Britain today? How has religion in Britain changed over the years?	

Links to future learning	<p>Topic links to next half term's learning around what makes a place sacred.</p> <p>Links also to PSHE through anti bullying, physical and emotinal well being.</p> <p>Links will also help when looking at the impact that religions can have on people to help them when life gets hard.</p>
Character/Wider Development ('50 things', cultural capital, skills)	<p>The idea of making choices and how this can impact you. Children will also look at the idea of acceptance in society and how this can be related to our RE topic in Britain today.</p>

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
Lesson 1 The children will learn about the Prophet Muhammad.	<p>What do Muslims call their holy book?</p> <p>To know that different religions have different holy book and that the holy book for Muslims is the Qur'an.</p>	N.C 1.4: What can we learn from sacred books?	Christian Christianity Bible Parable Jesus Disciples Muslim Islam Qur'an Prophet Mohammed Kaaba Mecca Jew Judaism Torah Scroll Abraham	<p>SEND: To sort pictures of what is good and what is bad.</p> <p>GD: Can you link the revelation of the Qur'an and how it can help us reinforce what is right and wrong in our lives?</p>	<p>Children may confuse names of religions if they have not heard of these before.</p> <p>Children may believe there is only one book which tells them right from wrong.</p> <p>Children may find it difficult to understand the meaning of a moral.</p> <p>Children may find it difficult to understand</p>	<p>Children to be introduced to the Prophet Muhammad and the Revelation of the Qur'an.</p> <p>Year 1: https://www.youtube.com/watch?v=3EVIL4AQCF4</p> <p>Year 2: https://www.youtube.com/watch?v=R0pitcki3cE</p> <p>Children to discuss what they have learnt from watching this video.</p> <p>Discuss the story of the Prophet Muhammad and the meaning 'peace be upon him' and what this means. Reinforcing the importance of what is right from wrong.</p> <p>Y1- To draw a picture and write a sentence about the Qur'an. Deepening the moment:</p>

			10 Commandments Sacred Holy Respect		the moral of the story. Children may retell the story missing out key parts, modelling and story boards to be given as support.	Y1 – Is the Qur’an similar to the Bible? Explain your answer. Y2- Children to write a paragraph explaining what the Qur’an is. E.g. Muslims religious book that they follow and prey from is called the Qur’an and it is written in Arabic. Deepening the moment: Y2 – Is the Prophet Muhammad like any other story you have read/ been told? Explain your answer.
Lesson 2 The children will learn about the rebuilding of the Kaaba.	Who is Muhammad and why is he so important? To show understanding and knowledge of Muhammad and the rebuilding of the Kaaba.	N.C 1.4: What can we learn from sacred books?	Christian Christianity Bible Parable Jesus Disciples Muslim Islam Qur’an Prophet Mohammed Kaaba Mecca Jew Judaism Torah Scroll Abraham 10 Commandments Sacred Holy Respect	SEND: To show their understanding of the story and the prophets actions through role play. GD: To write about and discuss feelings and emotions of the prophet and his actions and how it affected the other leaders of tribes.	Children may not understand what is meant by leaders of tribes. Children may confuse other leaders and other holy stories from other religions.	Re-cap the Prophet Muhammad and introduce Muhammad and the rebuilding of the Kaaba. https://www.youtube.com/watch?v=QacAy9WYmiY Children to discuss what they have learnt form watching this video. Discuss why this story of Muhammad is important and why the rebuilding of the Kaaba is important. What did the children learn from this story? Why was the prophet a wise man? Y1- Children are to work in groups to discuss and describe the story. Children to sequence the story using pictures. Deepening the moment: What might have happened between the leaders of the tribes if the prophet hadn’t stepped in?

						<p>Y2- Retell the story using story board format. As a whole class, children to discuss and describe the story. Children to work independently by sequence the story using pictures and writing sentences with each picture retelling the story.</p> <p>Deepening the moment: Research other religions. Is there a story from another religion that is similar to this one?</p>
<p>Lesson 3</p> <p>The children will learn why it is offensive to have pictures of the Prophet Mohammed to Muslims.</p>	<p>Why don't Muslims have a pictures of Mohammed?</p> <p>To understand why it is offensive to have pictures of the Prophet Mohammed to Muslims</p>	<p>N.C 1.4: What can we learn from sacred books?</p>	<p>Christian Christianity Bible Parable Jesus Disciples Muslim Islam Qur'an Prophet Mohammed Kaaba Mecca Jew Judaism Torah Scroll Abraham 10 Commandments Sacred Holy Respect</p>	<p>SEND: To discuss how their special person helps them.</p> <p>GD: How could your special person be special to somebody else?</p>	<p>Children may find it difficult to understand the meaning offensive.</p> <p>Children may not know or realise that they may be offended by something.</p> <p>Children may not understand why Muslims are offended my images of the Prophet Muhammad.</p>	<p>Re-cap the Prophet Muhammad and discuss the meaning 'depicted'</p> <p>https://www.youtube.com/watch?v=O2P7cUYFwoc</p> <p>Children to discuss what they have learned watching this video.</p> <p>Children to discuss the meaning of the word offensive and why Muslims are offended when they see images, drawings and paintings of the Prophet Muhammad. Explain that The Qur'an refers to Allah as the Lord of the Worlds. That he has no name and no image. Explain that he is represented in different forms to each individual who worships him.</p> <p>Class discussion – Who is your special person? Do you all have the same special person or is your special person different to your friends?</p> <p>Y1 – To draw a picture of their special person and share their special person with a friend and tell them why.</p> <p>Deepening the moment: What makes your special person so special?</p>

						<p>Y2- To draw and write about their special person. Why are they special to you? What makes them special? Are you special to someone and why?</p> <p>Deepening the moment: Y2- Why is your special person different to everyone else's?</p>
<p>Context (big picture learning) Children will be able to retell 2 religious stories. Children will be able to name the 3 sacred books from Christianity, Judaism and Islam. Children will show understanding of a moral and that they teach us right or wrong. Children will be able to discuss/explain how stories can be important teachings in everyday life.</p> <p>Link to resources Trust shared> KS1> Cycle B> RE Term 2> RE medium term plan. Folder name: RE Term 2</p> <p>Lesson 1 – Year 1: https://www.youtube.com/watch?v=3EVIL4AQCf4 Year 2: https://www.youtube.com/watch?v=R0pitcki3cE</p> <p>Lesson 2 - https://www.youtube.com/watch?v=QacAy9WYmiY</p> <p>Lesson 3 - https://www.youtube.com/watch?v=O2P7cUJFwoc</p>						

KS1 R.E Knowledge Organiser

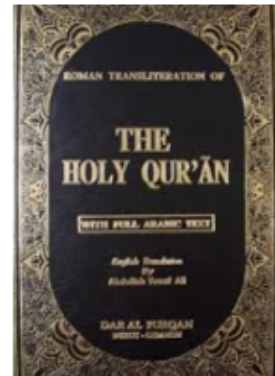
VIPs (very important points)

- The Holy Book is the sacred book belonging to certain religious communities or political groups.
- The Qur'an is the holy book for Muslims.
- Sacred books must be treated with respect.
- Sacred books teach people right and wrong.
- Muhammad was the last profit of Allaah.
- Muslims believe that Allaah is the creator of the universe and is equivalent to God.
- The Kaaba is a building at the centre of Islam's most important mosque.
- If you depict someone or something, you show what that person or thing is like.
- Idolatry is the worship of a person or thing as a God.
- Tawhid is the Islamic belief that God is a unique and not a thing.
- Offense is to cause someone to feel resentful, upset, or annoyed.



Fat Questions:

- How does the Christian community make a difference in the world-wide community?
- How does the Muslim community make a difference in the world-wide community?
- How does the Jewish make a difference in the world-wide community?
- Does everyone have to follow the same religion?
- Are there any similarities between different religions? Explain.



Intent

You will develop an understanding of different sacred books and how they influence the lives of those following that faith.
 You will also develop an understanding of stories with a moral and what they teach us.

Outcomes

- You will learn about the holy book that is sacred to Muslims.
- You will learn about the Prophet Muhammad.
- You will learn about the rebuilding of the Kaaba.
- You will learn why it is offensive to have pictures of the Prophet Mohammed to Muslims.

Key Vocabulary:

- **Bible**- The Christian sacred book
- **Christianity**- Religion of Christians
- **Christian**- Someone who follows Christianity
- **Torah**- Jewish sacred book
- **Jews**- Someone who follows Judaism
- **Judaism** – Religion of Jews
- **Muslim** – Muslims are people who follow or practice Islam
- **Qur'an**- Muslim sacred book
- **Islam** – in Arabic means submission to the will of God
- **Prophet Mohammad** - was a messenger and a prophet of Allah (God)
- **Abraham** - is the common patriarch of Judaism, Christianity, Islam, and some other religions
- **10 Commandments** - are laws or rules handed down to Moses by God on Mount Sinai.
- **Kaaba** - a small stone building in the court of the Great Mosque at Mecca
- **Mecca** - Islam's holiest city.
- **Religion**- Beliefs of a group of people
- **Jesus**- Son of God
- **Disciples** – Jesus' close friends and followers
- **Samaritan**- a charitable or helpful person
- **Moral**- Story with a lesson
- **Sacred**- Special
- **Respect**- A way of treating something special, to value it
- **Torah** – Jewish sacred book
- **Scroll**- Shape of the Torah, rolled paper
- **Holy**- Religious, belonging to God

