



LKS2 Markland Hill RE Curriculum – Lower Key Stage 2 YEAR A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
At Markland Hill, we follow the Bolton Agreed Syllabus for RE. This has been created for Bolton SACRE and has been approved by Bolton Council.					
RE teaching and learning should enable pupils to ...					
Knowledge and Skills	Make sense of a range of religious and nonreligious beliefs	Understand the impact and significance of religious and nonreligious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied		
End of LKS2 Outcomes	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 believer	make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action	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		
L2.1 What do Christians learn from the Creation story? Lesson Objectives (end	L2.2 What is it like for someone to follow God? Lesson Objectives (end	L2.9 How do festivals and worship show what matters to a Muslim? Lesson Objectives (end	L2.10 How do festivals and family life show what matters to Jewish people? Lesson Objectives (end	L2.4 What kind of world did Jesus want? Lesson Objectives (end points)	L2.12 How and why do people try to make the world a better place? Lesson Objectives (end



points) Core Concepts: Creation Making sense of belief: I can place the concepts of God and Creation on a timeline of the Bible's 'big story' I can make clear links between Genesis 1 and what Christians believe about God and Creation I can recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understanding the impact: I can describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's	points) Core Concepts: People of God Making sense of belief: I can make clear links between the story of Noah and the idea of covenant Understanding the impact: I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Making connections: I can make links between the story of Noah and how we live in school and the wider world Key vocabulary: • Prophets • Abram • Noah • Wedding • Old	points) Core Concepts: Ibadah Making sense of belief: I can identify some beliefs about God in Islam, expressed in Surah 1 I can make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understanding the impact: I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at	Lesson Objectives (end points) Core Concepts: God, Torah, the People Making sense of belief: I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people I can offer informed suggestions about the meaning of the Exodus story for Jews today Understanding the impact: I can make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness,	Core Concepts: Gospel Making sense of belief: I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' I can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understanding the impact: I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Making connections: I can make links between the importance of love in the Bible stories studied and life in the world	points) Making sense of belief: I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) I can make links between religious beliefs and teachings and why people try to live and make the world a better place Understanding the impact: I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) I can describe some examples of how people try to live (e.g. individuals and organisations) I can identify some differences in how people put their beliefs into action Making connections:
--	--	---	--	---	---



creation is; care for the Earth – some specific ways) I can describe how and why Christians might pray to God, say sorry and ask for forgiveness Making connections: I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today Key vocabulary: Creation • Catholic • Big Story • Responsibility • Sin • Church • Steward • Interpret • Genesis • Fall • Temptation	Testament • Church • Promise • Abraham • Covenant • Righteous • Christians	home and in the mosque) Making connections: I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas Key vocabulary: • Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid	salvation and freedom at festivals) I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Making connections: I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for my ideas Key vocabulary: Freedom • Torah • Yom Kippur • Orthodox • Pesach	today, giving a good reason for my ideas Key vocabulary: • Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist	I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better I can make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views Key vocabulary: Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule
---	--	--	---	--	--



			• Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness		
--	--	--	---	--	--

--