

BOSTON WEST ACADEMY

---

# Y1 RE KNOWLEDGE OVERVIEW

---



**Year 1 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.**

- Throughout each unit pupils are given opportunities to:
- use some religious words.
  - ask questions about sacred texts.
  - reflect on ways people express their beliefs and practices.

**Term 1 and 2 -**

Thankfulness (Include at least *two* religions at least *one* of them *not* Christianity or Islam)

Harvest - Christianity

Sukkot – Judaism

**Key questions**

How do Christians say thank you?

How do Jews say thank you?

**Key vocabulary**

Harvest

God

prayer

hymn

Sukkot

Moses

Torah

Christmas

Jesus

## The ideas we might explore

- Think about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?
- **Christianity:** Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation); explore different ways in which Christians around the world celebrate harvest; in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the
- **Judaism:** key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the **covenants** (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the **mitzvot** (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot – the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (*possibly recap the story of Moses*) and God protected them by providing food and shelter; **sukkot** (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.

## **Suggested sequence of Learning**

Lesson 1 - When and why people might say thank you in general

Lesson 2 - How might you show thankfulness and say thankyou?

Lesson 3 - Introduce Christians and how and why they say thank you to God

Lesson 4 - How and why Christians say thank you for the harvest.

Lesson 5 - Take part in whole school harvest assembly

Lesson 6 - Consider how harvest is celebrated across the world

Lesson 7 - Introduce Judaism and Torah

Lesson 8 - The story of Moses' journey

Lesson 9 - Sukkot

Lesson 10/11 Christmas from unit Community, Worship and Celebration – Christianity

Term 3

God – Christianity



**Story**

**What do Christians learn/understand about God through Old Testament Bible stories?**

- God's encounters with people in the Old Testament e.g. Moses, Abraham, Noah
- God as a guide
- God as faithful
- God as protector
- God has a plan

**What do stories in the New Testament tell Christians about Jesus?**

- His life and teachings (parables)
- Miracles
- His followers

**Key questions**

What do people believe about God?

What do Christians learn/understand about God through Old Testament Bible Stories? (Creation story, Adam and Eve, Jonah and the whale)

What do stories in the New Testament tell Christians about Jesus?

**Key vocabulary**

Old and New Testament

God

Jesus

Parables

Disciples

Belief

Story

**Prior Learning:**

**Next Steps:**

Y3 God – Christianity

## The ideas we might explore

- Belief in one God who has created the world and was pleased with his creation Lesson 1
- Belief that this creation was spoiled when the first humans made a decision that had bad consequences – death and suffering entered the world Lesson 2
- Belief that throughout history, God has worked with human beings to try to fix what has been spoiled
- Beliefs about God and how they are explored in stories from the Old Testament:
  - Belief in one God who has created the world (Genesis 1)
  - Belief that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David) Lesson 3
  - Belief that God never gives up on people (e.g. Jonah) Lesson 4
- Belief that Jesus is 100% human *and* 100% God (the **incarnation** – ‘God in the flesh’)
- Belief that Jesus has come to work with human being to try to fix what has been spoiled
- Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.) and through the way he lives his own life (e.g. treating others the way he would want to be treated – the Golden Rule in **Mark 12:30-31**, the healing of Jairus’ daughter in **Mark 5:21-43**, the Samaritan women at the well, the story of Zacchaeus, etc.)
- Belief that he is there to do one key job – to get rid of the death that came into the world when the first humans made their bad decision = the **crucifixion** and **resurrection** narratives
- Belief that what humans have to do is get rid of the suffering that came into the world when the first humans made their bad decision; Christians do this by following Jesus’ teachings and example; if they are successful, they believe things will go back to what God originally intended when he created the world – they call this the **Kingdom of God**

## **Suggested sequence of Learning**

Lesson 1 - Introduce vocabulary and the Christian creation story.

Lesson 2 - The story of Adam and Eve. Why is the story of the fall important to Christians? What does it tell them about God?

Lesson 3 - Story of Abraham and people who are special to God.

Lesson 4 - Jonah and the whale

Lesson 5 - Jesus - came to work with human beings to try to fix what has been spoiled. He was a precious gift from God. He does this by teaching about what the world should be like and through the way he behaved his own life. Jesus is no longer alive but Christians believe what he did was written down in the Bible for them to learn from. Read and discuss the Parable of the Lost Son, the Good Samaritan, healing of Jairus' daughter.

Visit to a church linked to Geography



**Personal expression**

**What do Christians do to express their beliefs?**

- Through developing a sense of community with other Christians, e.g. by attending church, taking part in prayer events
- Through worship - different types of churches, styles of worship
- Through personal devotion – commitment to God shown through prayer, actions, e.g. baptism, confirmation
- Through everyday actions and behaviour towards other people

**Which celebrations are important to Christians?**

- Key festivals such as Christmas and Easter – what happens and why

**Key questions**

*How do people express their religion and beliefs?*

What do Christians do to express their beliefs

Which celebrations are important to Christians?

What is the difference between worshipping with others and worshipping alone?

In what ways do Christians show devotion and commitment to God?

What happens at key Christian festivals and why?

How are churches different?

**Key vocabulary**

Worship

Prayer

Easter

Celebration

Community

Festival

Church

**Prior Learning:**

FS—Christmas and nativity play

**Next Steps:**

Y4 Community, worship and celebration - Christianity



## The ideas we might explore

- Church – the community of believers, not just the building; people committed to following Jesus’ teachings and example, and committed to bringing about the **Kingdom of God** by getting rid of suffering
- Practices that take place in church:
  - **Prayer**: speaking and listening to God; saying, ‘God, you’re awesome’, thank you, sorry and please; make connection between lighting a candle to prayer and the description of Jesus as ‘the light of the world’; could look at the Lord’s Prayer or St Columba’s prayer
  - **Bible study**: could be a study group or the sermon delivered by the vicar during worship; the importance to Christians of reading and learning about the Bible in order to find out more about what God is like and how he wants the world to be
  - **Worship**: investigate different styles of worship
- Key festivals: Christmas, Easter, Pentecost – the story that lies at the heart of each festival, the key practices associated with the festivals (for Christians) and the beliefs that underpin them:
  - **Christmas**: beliefs about God becoming human (*incarnation*), the idea of Jesus being a gift; key practices associated with Christmas for Christians and how they relate to beliefs about God/Jesus Covered in Term 2

## **Suggested sequence of Learning**

Lesson 1 - Special books and what is the Bible

Lesson 2 - To understand that Christians pray to God and that it’s like sending a message

Lesson 3/4 - Features and uses of a church for prayer and worship. Refer back to trip to church in Term 2

Lesson 5 - Easter story and key practices associated with the festival and beliefs that underpin it.

Term 5

God - Islam



### Story

#### How is Allah described in the Qur'an?

- Tawhid (Oneness of Allah), Creator, provider of all good things
- 99 names of Allah

#### What do Muslims learn about Allah and their faith through the Qur'an?

- The Qur'an and why it is special - the revealed book for Muslims
- Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story

### Key Questions

How is Allah described in the Qur'an?

What do Muslims learn about Allah and their faith through the Qur'an?

Why is the Qur'an special to Muslims and how this is reflected in the way it is treated?

What is meant by the Muslim belief in tawhid?

Why are there 99 names of Allah?

How do some stories about Muhammed and other Prophets help Muslims understand the power of God?

### Key vocabulary

Qur'an

Muhammed

Allah

99 names

harmony

Prior Learning:

Next steps:

Y3 God - Islam

## The ideas we might explore

- One God (*tawhid*), created the universe in harmony
- Created human beings to help keep the universe in harmony
- Provided a straight path (*shariah*) to help keep the universe in harmony
- Provided guidance to help humans follow the straight path (Qur'an, prophets, natural world)
- 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God)
- Qur'an = holy book of Islam; the words of God, providing guidance for human beings
- Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path
- The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')

## Suggested sequence of Learning

Lesson 1 - Introduce Islam, one God and 99 names for Allah

Lesson 2 - Muslim creation story and comparison to Christian creation story

Lesson 3/4 - Qur'an teachings of living in harmony and following straight path. Introduce 'prophets' and Muhammad.

**Term 6**

Community, Worship and Celebration - Islam



**Personal expression**

**What do Muslims do to express their beliefs?**

- Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass
- Worship in the home
- Respect for teachers and elders

**Which celebrations are important to Muslims?**

- Festivals: the importance of Eid-ul-Fitr (end of Ramadan) and Eid-ul-Adha (Ibrahim's test of faith)

**Key Questions**

What do Muslims do to express their beliefs?

Which celebrations are important to Muslims?

How is faith expressed in worship, at home and in the mosque, through the use of significant objects?

What happens during key festivals such as Eid-ul-Fitr and Eid-ul-Adha?

**Key vocabulary**

Ibadah

Prayer beads

Prayer mats

Compass

Eid-ul-Fitr

Eid-ul-Adha

Worship

**Prior Learning:**

**Next steps:**

Y4 - Community, Worship and Celebration - Islam

## The ideas we might explore

- Worship (*ibadah*) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (*shahadah*): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (*wudu*)
- Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t pray directly on the ground), prayer beads (*subha*), compass (to indicate the direction of Makkah)
- Studying the Qur’an: the *madrassah* (school) – studying the Qur’an to find out how to follow the straight path (*shariah*); learning to recite the Qur’an
- Festivals: **Eid ul-Fitr** (end of the month of Ramadan), **Eid ul-Adha** (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings

## Suggested sequence of Learning

Lesson 1 - Muslim prayer and Wudu

Lesson 2 - Features of a mosque and how worship takes place in the mosque and at home

Lesson 3 - Set up a mock mosque in the classroom and carry out wudu and prayer ritual etc.

Lesson 4/5 - Eid ul-Fitr and Eid ul Adha