



Subject Map Year 4 - RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: 4.1 God, David and the Psalms/ S2 The Lord's Prayer</p> <p>NC links/coverage: Explore the Story of David and his strengths and qualities. Read the Psalms and use them to discover more about the nature of God.</p> <p>Consider the meaning of the words of the Lord's Prayer. Know that it is the prayer that Jesus taught us to pray and it is said by Christians all over the world.</p> <p>GOSPEL, KINGDOM OF GOD</p>	<p>Unit Name: 4.2 Christmas. Exploring the symbolism of light.</p> <p>NC links/coverage: Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. Explore the multi-faceted metaphor of bringing light into people's lives. Judaism-Hannukah</p> <p>INCARNATION</p> <p>Precise knowledge to be learned (include locality links here): Know that Christians believe that Jesus is the light of the world and he came to earth to save us from our</p>	<p>Unit Name: 4.3 Jesus Son of God /4.6 What is prayer?</p> <p>NC links/coverage: Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. Ensure that the children know that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds.</p>	<p>Unit Name: 4.4 Exploring Easter as a story of betrayal and trust</p> <p>NC links/coverage: Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil's understanding of the concept of salvation. focus on the significance of the incidents of betrayal and trust in the Easter story</p> <p>SALVATION</p> <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: 4.5 Are all churches the same?</p> <p>NC links/coverage: Give children an understanding of the church in its widest sense. To ensure pupils know that Christianity is a multi-cultural worldwide faith. To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism.</p> <p>GOSPEL, KINGDOM OF GOD</p> <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: 4.5 Sacred Places – continued from Summer 1</p> <p>NC links/coverage: Non Christian unit (all faiths) To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.</p> <p>GOD</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning: Children have looked briefly at other religions' places of worship in other year</p>



<p>Precise knowledge to be learned (include locality links here): Know who David was and how he was chosen by God; Know the stories attributed to David: Goliath, Saul, Jonathan Know that David wrote music and songs including some psalms Know some of the imagery connected with God; Know that some Christians have had to suffer because of their faith but they understand this as a part of their commitment to God</p> <p>Prior Learning: This is the first time the children will have learned about David in class</p>	<p>sins and show us the way to righteousness; Know about the prophets who foretold Jesus' arrival; Know why Jesus was born in a stable as part of God's plan; Know the Christmas story</p> <p>Prior Learning: The Christmas story should be well-known to every child</p> <p>Suitable visits/Visitors/Experiences: Sit in a darkened room to experience how it feels; make Christingles</p> <p>Suitable texts: Versions of the Christmas story, New Testament</p> <p>Suitable resources: candles, other light sources, Jewish</p>	<p>INCARNATION, GOSPEL, SALVATION</p> <p>Precise knowledge to be learned (include locality links here): Know the miracles Jesus performed: Calming of the Storm, the raising of Lazarus, the healing of Jairus's daughter, the feeding of the 5000 Know that Jesus was able to perform these miracles because he is the son of God; Know that the Jewish leaders were not impressed by Jesus as he performed his miracles on the Sabbath and that this ultimately led to Jesus' death (but this was part of God's plan) Know that as Christians it is right to stand up for our faith</p>	<p>Know that trust and forgiveness are key Christian values; Know how betrayal of Jesus is fundamental to the Easter story and the subsequent rise of Christianity; Know that every part of the Easter story was God's plan for mankind; Know the religious language within the Easter story: salvation, resurrection, betrayal, etc. Know the names of Christians today who are not afraid to share their faith (unlike Peter)</p> <p>Prior Learning: Children have learned about the Easter story in every year group so far</p> <p>Suitable visits/Visitors/</p>	<p>Know that not all church buildings are the same but have similar features according to denomination; Peter and the disciples 'built' the church after the events of Pentecost; Christianity is a world-wide multi-cultural faith; the Bible gives guidance to the church about behaviour and attitudes and what that guidance is; people of other faiths have different places of worship, the names of those buildings, key features and the worship that takes place there.</p> <p>Prior Learning: Children have learned about The Church in Year 2 RE</p>	<p>groups – but not in depth</p> <p>Suitable visits/Visitors/Experiences: if possible visit a place of worship from a different faith, and if not, invite someone in to represent that faith</p> <p>Suitable texts: books about the faith and its place of worship: Islam, Hinduism, Sikhism, Judaism, Buddhism</p> <p>Suitable resources: pictures, artefacts</p> <p>National/Global Links: find 'famous' examples of the places of worship from the different faiths and identify on a map or globe</p> <p>Christian Value/SMSC link:</p>
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<p>Suitable Visits/Visitors/ Experiences: Make a Psalm trail around the school grounds</p> <p>Suitable texts: Old Testament</p> <p>Suitable resources: Reflection and Response CD</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: What qualities does God want to see in all of us?</p>	<p>menorah, Reflections and Response CD</p> <p>National/Global Links: Look how artists from around the world and over time have depicted the birth of Jesus</p> <p>Christian Value/SMSC link: How does the birth of Jesus bring hope? How did his birth bring enduring peace?</p>	<p>which may lead to questioning authority at times</p> <p>Prior Learning: The children have learned about Jesus' miracles in Year 3 and Year 2</p> <p>Suitable visits/Visitors/ Experiences: Explore the lives of Christians today who have been persecuted because of their faith</p> <p>Suitable texts: New Testament, books about Jesus' life, books about Christians today</p> <p>Suitable resources: film clips about Christians today</p> <p>National/Global Links: identify Christians around the world who stand up for their beliefs and who may</p>	<p>Experiences: create a freeze frame of the Easter story; Create a piece of sculpture to represent forgiveness; Find out about Christians who have not been afraid to share their faith (unlike Peter) in the world today</p> <p>Suitable texts: The Easter story, New Testament</p> <p>Suitable resources: film clips of the Easter story; Reflections and Response CD</p> <p>National/Global Links: find where the Easter story took place on a map; locate places in the world where Christians live and share their faith</p> <p>Christian Value/SMSC link:</p>	<p>Suitable visits/Visitors/ Experiences: Visit our local church plus other denominations if possible; Take a virtual tour of different churches and places of worship</p> <p>Suitable texts: <i>Where in the world?</i> by Martyn Payne; books about churches and other places of worship</p> <p>Suitable resources: objects from church; pictures from church and other places of worship</p> <p>National/Global Links: pictures of churches around the world and identify them on a map</p> <p>Christian Value/SMSC link:</p>	<p>Faith Respect Reverence Service How do people of different faith show these values?</p>
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