

Primary RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Unit 1: Why is the word God so important to Christians?	Unit 2: Why is Christmas special for Christians?	Unit 3: Being special: Where do we belong?	Unit 4: Why is Easter special to Christians?	Unit 5: Which places are special and why?	Unit 6: Which stories are special and why?
Year 1	Unit 1: Who do Christians say made the World?	Unit 2: Why does Christmas matter to Christians?	Unit 3: Who is a Muslim and how do they live?		Unit 4: What do Christians believe God is like?	Unit 5: What is the 'good news' Christians believe that Jesus brings?
Year 2	Unit 1: Who is Jewish and how do they live?	Unit 2: What makes some places sacred to believers?		Unit 3: Why does Easter matter to Christians?	Unit 4: How should we care for others and the world?	Unit 5: What does it mean to belong to a faith community?
Year 3	Unit 1: What is it like for someone to follow God?	Unit 2: What is the Trinity and why is it important for Christians?	Unit 3: How do festivals and worship show what matters to a Muslim?	Unit 4: What do Christians learn from the creation story?	Unit 5: What do Hindus believe God is like?	Unit 6: How and why do people try to make the world a better place?
Year 4	Unit 1: What kind of world did Jesus want?	Unit 2: For Christians, what was the impact of Pentecost?	Unit 3: What does it mean to be a Hindu in Britain today?	Unit 4: Why do Christians call the day that Jesus died 'Good Friday'?	Unit 5: How do Festivals and worship show what matters to Jewish people?	Unit 6: How and why do people mark the significant events of life?
Year 5	Unit 1: What does it mean if Christians believe God is Holy and Loving?	Unit 2: What does it mean to be a Muslim in Britain today?	Unit 3: Why is the Torah so important to Jewish people?	Unit 4: What matters most to Humanists and Christians?	Unit 5: How do Christians decide to live? What would Jesus do?	Unit 6: How does faith help people when life gets hard?
Year 6	Unit 1: Why do Christians believe that Jesus was the Messiah?	Unit 2: Why do Hindus want to be good?	Unit 3: Creation and science, conflicting or complimentary?	Unit 4: What do Christians believe Jesus did to 'save' people?	Unit 5: For Christians, what kind of King is Jesus?	Unit 6: Why do some people believe in God and some not?

Reception

Intent – aims and vocabulary

Implementation

Unit	Activity	Key Knowledge	Vocabulary
Why is the word God so important to Christians? <ul style="list-style-type: none"> Pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today. 	Activity 1: To create an animal Activity 2: To think about Harvest celebrations Activity 3: To think about animals and their names Activity 4: To listen to the Lord's prayer To care for special things Activity 5: To know how to keep something precious safe Activity 6: To understand that Christians see God as special	To know <ul style="list-style-type: none"> About the Creation story About how different people celebrate Harvest About how to care for the world and everything in it That the word 'God' is special to Christians That God is special to Christians 	<ul style="list-style-type: none"> BIBLE PARABLE PRECIOUS JESUS PEARL CHRISTIANS GOD CREATION ADAM EVE
Unit	Activity	Key Knowledge	Vocabulary
Why is Christmas special to Christians? <ul style="list-style-type: none"> Children will learn the key events from the Christian Christmas story. 	Activity 1: Who is the most important person in the Nativity story? To think about Jesus at different times in his life	To know <ul style="list-style-type: none"> Who is the most important people in the Nativity story 	<ul style="list-style-type: none"> SHEPHERDS ANGEL STAR MAGI MANGER

<ul style="list-style-type: none"> • They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. • The children will learn about who Christians believe first visited Jesus in the stable and why. • They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. • Children will understand that some stories change over time and that it is important for believers to return to and study the original text. • They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate. 	<p>Activity 2: Who visited Jesus? To recognise the people that visited Jesus when he was born</p> <p>Activity 3: What is incarnation? To recognise some parts of the story and act them out</p> <p>Activity 4: How do people celebrate? To understand different people celebrate in different ways</p> <p>Activity 5: What did the visitors bring? To choose a gift for baby Jesus and say why they have chosen it</p> <p>Activity 6: How can they Christmas story be the same and be different? To find some things that are similar about a story and some things that are different</p>	<ul style="list-style-type: none"> • Who visited Jesus in the stable • The different parts of the story • The word 'incarnation' and have some understanding of what it is • That different Christians celebrate differently around the world • That Jesus received some special gifts • That the Christmas story can change over time 	<ul style="list-style-type: none"> • INCARNATION • JESUS • CHRISTMAS • MARY • JOSEPH
---	---	--	---

Unit	Activity	Key Knowledge	Vocabulary
<p>Being special: Where do we belong?</p> <ul style="list-style-type: none"> • The children will reflect upon the things that are special to them and why they value these things. • The children will learn about key religious symbols for Christians, Muslims and Hindus. • They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. 	<p>Activity 1: What makes us feel special? What makes many Christians feel that they are special to God? To say what is wonderful about their friends</p> <p>Activity 2: Why do many Christians believe that children are special to God? Read Mark 10:13-16 and act out the story</p>	<p>To know</p> <ul style="list-style-type: none"> • That Christians feel they are special to God • That Christians believe children are just as important • That different religious worldviews have different symbols 	<ul style="list-style-type: none"> • BIBLE • PARABLE • PRECIOUS • JESUS • PEARL • CHRISTIANS • GOD • CREATION • ADAM • EVE

<ul style="list-style-type: none"> The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. 	<p>Activity 3: Where do you belong? Which groups do some religious people belong to? To create some of the different symbols to show which religious worldview they belong to</p> <p>Activity 4: How do we show people they are welcome? How are babies welcomed into the Christian family? To understand the different items used in an infant baptism</p> <p>Activity 5: How are some babies welcomed in the Muslim tradition? To understand the importance of the words whispered in the baby's ear</p> <p>Activity 6: How do Hindu brothers and sisters show their love for each other at a festival? To make a Rakhi for a friend and understand why it is important</p>	<ul style="list-style-type: none"> How babies are welcomed in Christian and Muslim families The importance of Rakhis for Hindus 	
Unit	Activity	Key Knowledge	Vocabulary
<p>Why is Easter special to Christians?</p> <ul style="list-style-type: none"> Pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. Pupils will encounter signs and symbols linked to the celebration of 	<p>Activity 1: What does Hosanna mean? To think about the key events from the Easter story</p> <p>Activity 2: Why is the Palm Cross important? To recognise that the Palm Cross is important to help Christians remember</p> <p>Activity 3: Why is the cross symbol important to Christians?</p>	<p>To know</p> <ul style="list-style-type: none"> About the key events in the Easter story That the cross is an important symbol for Christians That this story links with new life Why there is a cross in many Easter gardens 	<ul style="list-style-type: none"> •PALM •GOOD FRIDAY •DONKEY •SUNDAY •DISCIPLES •JESUS •GOD •SALVATION •EASTER •HOSANNA

<p>Easter and be able to talk about why these are important for believers.</p>	<p>To listen to the rest of the Easter story and understand the use of the cross</p> <p>Activity 4: How does new life link with the Easter story?</p> <p>To think about Easter Eggs and how they show new life</p> <p>Activity 5: Why was Jesus' resurrection and death so important?</p> <p>To make some Easter decorations using relevant symbols</p> <p>Activity 6: Why is there a cross in some Easter gardens?</p> <p>To design their own Easter garden</p>		
Unit	Activity	Key Knowledge	Vocabulary
<p>Which places are special and why?</p> <ul style="list-style-type: none"> Pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. Teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience. 	<p>Activity 1: Where is a special place to me?</p> <p>To think about different kinds of special places</p> <p>Activity 2: Where is a special place for a Christian to go?</p> <p>To look at different kinds of churches</p> <p>Activity 3: What makes a church so special to Christians?</p> <p>To use stained glass windows to tell a story</p> <p>Activity 4: Where is a holy place for Muslims to go?</p> <p>To look at different types of mosques</p> <p>Activity 5: What makes a Mosque holy for Muslims?</p> <p>To think about what a muslim might do at a mosque</p>	<p>To know</p> <ul style="list-style-type: none"> That there are different kinds of special places That there are different kinds of churches and mosques with different features in them That stained glass windows can tell stories 	<ul style="list-style-type: none"> • CHRISTIANS • PILGRIMAGE • MUSLIMS • HOLY • CHURCH • BIBLE • MOSQUE • IMAM • QUR'AN • VICAR

	Activity 6: What is important in a Church and a Mosque? How are buildings similar and different? To know that mosques and churches can be similar and different		
Unit	Activity	Key Knowledge	Vocabulary
Which stories are special and why? <ul style="list-style-type: none"> Pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events. 	Activity 1: What is special to you and why? To think about Christian artefacts and why they are special Activity 2: Which stories do you know that are special to Christians? To understand the story of Jesus calming the storm Activity 3: How might a story from the Bible show a Christian how to treat other people? To understand the story of Zacchaeus and why Jesus wanted to speak with him Activity 4: Which stories are special to Christian and Jewish people? To understand that the same stories can be special to both Jews and Christians Activity 5: What is the holy book for Muslims? To understand how to care for the Qu'ran Activity 6: Which stories are special to Muslims?	To know <ul style="list-style-type: none"> To understand the different objects that are special to both Christians and Muslims some Bible stories That Bible stories often try to tell us things That some stories are special to Christians and Jewish people How to care for the Qu'ran 	<ul style="list-style-type: none"> • CHRISTIANS • BIBLE • MUSLIMS • TORAH • BELIEVER • TEXT • STORIES • JEWS • QUR'AN • SPECIAL

	To think about the boy who threw stones at the tree and what Muslims might learn from it		
--	--	--	--

Year 1

Intent – aims and vocabulary

Year 1	Autumn 1	Vocabulary
	Who do Christians say made the World? 6 lessons <ul style="list-style-type: none"> Pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it. 	<ul style="list-style-type: none"> •Creation •World •Belief •Thank •Harvest •God •believe •Bible •Genesis •praise
Year 1	Autumn 2	Vocabulary
	Why does Christmas matter to Christians? 6 lessons <ul style="list-style-type: none"> Pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story. 	<ul style="list-style-type: none"> •Incarnation •Jesus •Mary •Joseph •Shepherds •Advent •Secular •Religious •Birth •Celebration
Year 1	Spring 1	Vocabulary
	Who is a Muslim and how do they live? 6 lessons <ul style="list-style-type: none"> Pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. 	<ul style="list-style-type: none"> •Shahadah •Zakat •Muslims •Haij •Islam •Sawm •Salah •Tawhid

	<ul style="list-style-type: none"> • Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. • They will learn about the importance of prayer and what it means for Muslims all over the world. 	<ul style="list-style-type: none"> • Ramadan • Prophet
Year 1	Summer 1	Vocabulary
	What do Christians believe God is like? 6 lessons <ul style="list-style-type: none"> • Pupils find out what parables are and Christians believe these stories were told by Jesus to teach his followers about God. • They learn about the Parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. • Pupils think carefully about what it means for Christians to ask forgiveness from God and the promise that people will be welcomed back into God's family. • They also learn the story of Jonah and the Big Fish and find out how many Christians put their beliefs into practice through worship 	<ul style="list-style-type: none"> • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy • Forgiving
	Summer 2	Vocabulary
	What is the 'good news' Christians believe that Jesus brings? 6 lessons <ul style="list-style-type: none"> • Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. • Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. • Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. • Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. 	<ul style="list-style-type: none"> • Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles

Year 1 – Implementation

Year 1	Autumn 1	Unit Outcomes
	<p>Who do Christians say made the world? Lesson 1: What might the creator of the World be like? To develop an understanding of the Creation Story Lesson 2: What was made on each day of the Creation? To recall what was created on each day of the Creation Lesson 3: Why should we care for the World? To think about how a Christian might thank God for the World Lesson 4: What might a Harvest celebration look like? To create a Harvest Gift basket and understand what songs might be sung at Harvest time Lesson 5: What might stained-glass windows show about the Creation Story? To create a stained-glass window Lesson 6: What do I know about the Creation story? To identify what they have learnt about the Creation Story</p>	<p>Make sense of belief: Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world Understand the impact: Give at least one example of what Christians do to say ‘thank you’ to God for Creation Make connections: Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>
	<p>Autumn 2</p> <p>Why does Christmas matter to Christians? Lesson 1: What might Jesus be like? To develop an understanding of Jesus as God and as a human being Lesson 2: What is the timeline of the Christmas Story? To recall the Christmas Story Lesson 3: How did Mary prepare for Jesus’ birth? To think about how the people felt about Jesus’ birth Lesson 4: What is the meaning behind an Advent Wreath? To understand what the candles in an Advent Wreath mean Lesson 5: What are Christians thankful for at Christmas? To discuss what pupils are thankful for Lesson 6: Why is Jesus special for so many people? To identify what they have learnt about Jesus and Christmas</p>	<p>Unit Outcomes</p> <p>Make sense of belief: Recognise that stories of Jesus’ life come from the Gospels Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p>

Year 1	<p>Spring 1</p> <p>Who is a Muslim and how do they live? Lesson 1: What do people think about God? To discuss what Muslims think about God Lesson 2: What do some of the Muslim 99 Beautiful Names for God mean? To think about the significance of the choice of names for God Lesson 3: What does the Shahadah say about Muslim beliefs? To understand more about the Shahadah and how it might make a Muslim feel Lesson 4: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? To understand what we can learn from some of the stories that the Prophet told. Lesson 5: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? To describe the emotions of the Night of Power Lesson 6: What do Muslims do because they love to treat the Quran with respect? To create a guide for how to treat the Qu'ran</p>	<p>Unit Outcomes</p> <p>Make sense of belief: Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Understand the impact: Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
Year 1	<p>Summer 1</p> <p>What do Christians believe God is like? Lesson 1: What is the story of the Lost Son? To understand the story of the Lost Son? Lesson 2: What is a parable? To understand a parable and what they might teach us Lesson 3: How does a parable teach us about God?</p>	<p>Unit Outcomes</p> <p>Make sense of belief: Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving father Give simple, clear accounts of what the story means to Christians</p>

	<p>To understand about different types of prayer</p> <p>Lesson 4: What is the parable of Jonah and the Big Fish?</p> <p>To think about what this parable can teach us</p> <p>Lesson 5: What are the key events in Jonah and the Big Fish?</p> <p>To think about how the key events make us feel</p> <p>Lesson 6: Can we recap the two main parables?</p> <p>To think about the two stories and what we have learnt from them</p>	<p>Understand the impact:</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Make connections:</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make</p>
	Summer 2	Unit Outcomes
	<p>What is the ‘good news’ Christians believe that Jesus brings?</p> <p>Lesson 1: What is Matthew’s story?</p> <p>To think about Matthew’s thoughts on becoming a disciple</p> <p>Lesson 2: What is a world changer?</p> <p>To describe a world changer and how this might be different from others’ ideas of world changers</p> <p>Lesson 3: How does it feel to be forgiven?</p> <p>To understand what it feels like to be forgiven</p> <p>Lesson 4: When might Christians need Jesus’ peace?</p> <p>To express one or two types of peace</p> <p>Lesson 5: How can people bring ‘good news’ to others?</p> <p>To think about how we can bring good news to others</p> <p>Lesson 6: How can we forgive others?</p> <p>To think forgiveness and why it is important to forgive others</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Year 2

Intent – aims and vocabulary

Year 2	Autumn 1	Vocabulary
	Who is Jewish and how do they live? 6 lessons <ul style="list-style-type: none"> Pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today. 	<ul style="list-style-type: none"> Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Dreidel Star of David
	Autumn 2	Vocabulary
	What makes some places sacred to believers? 6 lessons <ul style="list-style-type: none"> Pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways 	<ul style="list-style-type: none"> Worship Jewish Holy Christian Muslim community Mosque Sacred Church Synagogue Place of worship Shabbat
Year 2	Spring 1	Vocabulary
	Why does Easter matter to Christians? 6 lessons <ul style="list-style-type: none"> Pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. 	<ul style="list-style-type: none"> God Salvation Saviour Resurrection Eternal Life Secular Easter Worship

	<ul style="list-style-type: none"> • Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. • Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. • They will consider what the story of Easter means for Christians today and why they put their hope in heaven. 	<ul style="list-style-type: none"> • Good Friday • Religious
Year 2	Summer 1	Vocabulary
	How should we care for others and the World? 6 lessons <ul style="list-style-type: none"> • Pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. • Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. • Pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. • Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world. 	<ul style="list-style-type: none"> • Community • World • Psalm • Stewardship • love • Genesis • Religious • Non- religious • Christian • Jews
	Summer 2	Vocabulary
	What does it mean to belong to a faith community? 6 lessons <ul style="list-style-type: none"> • Pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. • Pupils will encounter artefacts, places of worship and symbols. • Pupils will also consider where they belong and the communities to which they are a part of. 	<ul style="list-style-type: none"> • Community • Muhammad • Shabbat • Allah • Ichthus • Faith • Baptism • Agigah • Parable • wedding

Year 2 – Implementation

Year 2	Autumn 1	Unit Outcomes
	Who is Jewish and how do they live? Lesson 1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? To find out about artefacts in Jewish houses Lesson 2: What does a mezuzah remind Jewish people about? To understand the different types of mezuzah's Lesson 3: How and why do Jewish people celebrate Shabbat? To create a fact display about the Shabbat Lesson 4: What stories do Jewish people tell from the Torah? To understand what is similar and different about stories from the Bible and the Torah Lesson 5: What might the story of Chanukah* make Jewish people think about? To understand the story of Chanukah Lesson 6: How might Jewish people celebrate Chanukah? To think about how Jewish people celebrate Chanukah	Make sense of belief: Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i> , on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
	Autumn 2	Unit Outcomes
	What makes some places sacred to believers? Lesson 1: Which places are special to me? Where is a sacred place for a believer to go?	Make sense of belief: <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there

	<p>To understand about different special places for different people</p> <p>Lesson 2: Which place of worship is sacred for Christians?</p> <p>To understand the differences between different churches</p> <p>Lesson 3: Which place of worship is sacred for Jewish people?</p> <p>To understand the different parts of the synagogue and how it is used</p> <p>Lesson 4: What are services like in Churches and Synagogues?</p> <p>To understand the differences between the services in Churches and Synagogues</p> <p>Lesson 5: Which place of worship is sacred for Muslims?</p> <p>To understand what a Mosque is like</p> <p>Lesson 6: How are places of worship similar and different?</p> <p>Why are places of worship important to our community?</p> <p>To understand the differences between places of worship in our community</p>	<ul style="list-style-type: none"> • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
Year 2	<p>Spring 1</p> <p>Why does Easter matter to Christians?</p> <p>Lesson 1: What is the story of Easter?</p> <p>To find out different versions of the story of Easter</p> <p>Lesson 2: What are the main points of the story of Easter?</p> <p>To develop an understanding of the most important parts of the Easter story</p> <p>Lesson 3: Why are there happy events and sad events from the Easter story?</p> <p>To investigate different feelings the Easter story gives us</p> <p>Lesson 4: How does Easter fit in with the Bible?</p> <p>To develop an understanding of sin and forgiveness around Easter</p> <p>Lesson 5: What else does Easter focus on?</p>	<p>Unit Outcomes</p> <p>Make sense of belief:</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Understand the impact:</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Make connections:</p>

	<p>To investigate the different ways in which Easter is celebrated (religious and secular)</p> <p>Lesson 6: What does Holy week look like for Christians?</p> <p>To investigate the different ways in which Easter is celebrated (religious and secular)</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>
Year 2	Summer 1	Unit Outcomes
	<p>How should we care for others and the World?</p> <p>Lesson 1: What do Christian, Jewish and non-religious people believe about caring for people?</p> <p>To think about what makes each person unique and special</p> <p>Lesson 2: What do Christian, Jewish and non-religious people believe about caring for people?</p> <p>To explain why Jewish people believe God cares for them</p> <p>Lesson 3: What do Jewish people believe about caring for people?</p> <p>To understand about Tzedakah and Sukkot and how this helps to care for people</p> <p>Lesson 4: What do Jewish people believe about caring for people?</p> <p>To think about golden rules for caring and how different people can do this</p> <p>Lesson 5: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p>To identify what God would be happy or sad with in the World today</p> <p>Lesson 6: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p>To understand about the Jewish festival of Tu Shevat</p>	<p>Make sense of belief:</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Understand the impact:</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p> <p>Make connections:</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
	Summer 2	Unit Outcomes
	<p>What does it mean to belong to a faith in a community?</p>	<p>Make sense of beliefs:</p> <p>Recognise that loving others is important in lots of communities</p>

	<p>Lesson 1: What does it mean to belong to a community? To understand all the different groups that people can belong to</p> <p>Lesson 2: How do Christians and Muslims show that they belong? To understand the different symbols that can show that people are Christians or Muslims</p> <p>Lesson 3: How do Christians, Muslims and Jewish people show that they belong? To understand the different things that different faith groups do when they meet</p> <p>Lesson 4: What do worldviews say about how valuable people are? To find and understand the links between faiths in their stories</p> <p>Lesson 5: How do Muslims and Christians welcome a new baby? To understand the differences between Muslim and Christian rituals</p> <p>Lesson 6: How do people show that they belong to each other? To look at different wedding rituals and understand the differences and similarities</p>	<p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>
--	--	--

Year 3

Intent – aims and vocabulary

Year 3	Autumn 1	Vocabulary
	What is it like for someone to follow God? 6 lessons <ul style="list-style-type: none"> • Pupils will learn about the Old Testament people of God and how they lived their lives. • They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. • Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. • Pupils will learn about the story of Abram/Abraham and the covenant that he made with God. • They will consider why following God might sometimes feel hard for believers. 	<ul style="list-style-type: none"> •Prophets •Abram •Noah •Wedding •Old Testament •Pilgrimage •Muslims •Holy •Church •Promise •Abraham •Covenant •Righteous •Christians
	Autumn 2	Vocabulary
	What is the Trinity and why is it important for Christians? 6 lessons <ul style="list-style-type: none"> • Pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. • They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. • Pupils will find out about infant and believer's baptism in the church and what this means for Christians today. 	<ul style="list-style-type: none"> •Trinity •Holy spirit •Messiah •John the Baptist •Believer's Baptism •Pilgrimage •Father •Jesus •Scripture •Infant Baptism •Denomination

Year 3	Spring 1	Vocabulary
	How do festivals and worship show what matters to a Muslim? 6 lessons <ul style="list-style-type: none"> • Pupils will identify some beliefs about God in Islam, expressed in Surah 1. • They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. • They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. 	<ul style="list-style-type: none"> • Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid
	Spring 2	Vocabulary
	What do Christians learn from the Creation Story? 6 lessons <ul style="list-style-type: none"> • Pupils focus on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. • Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. • They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible. 	<ul style="list-style-type: none"> • Creation • Catholic • Big Story • Responsibility • Sin • Steward • Interpret • Genesis • Fall • Temptation
Year 3	Summer 1	Vocabulary
	What do Hindus believe God is like? 6 lessons <ul style="list-style-type: none"> • To introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. • Pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. 	<ul style="list-style-type: none"> • Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahma

	Summer 2	Vocabulary
	<p>How and why do people try to make the world a better place? 6 lessons</p> <ul style="list-style-type: none"> • Pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. • They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. • Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. • They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. • Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world. 	<ul style="list-style-type: none"> •Tikkun Olam •Jewish •Christian •Muslim •Zakat •Stewardship •Steward •Salvation •Humanist •Golden Rule

Year 3 – Implementation

Year 3	Autumn 1	Unit Outcomes
	<p>What is it like for someone to follow God?</p> <p>Lesson 1: What information can we find out about Noah? To understand about stories from the Old Testament</p> <p>Lesson 2: How does Noah feel? To think about how Noah felt when trying to follow God</p> <p>Lesson 3: How can a Christian care for the World? To think about God and the covenant he has with his people</p> <p>Lesson 4: What promises can a Christian make? To explain the different kinds of promises that a Christian could make</p> <p>Lesson 5: What was Abram’s story? To understand the covenant between God and Abram</p> <p>Lesson 6: Is it easy to follow God? To think about what a life of faith might be like</p>	<p>Make sense of belief: Make clear links between the story of Noah and the idea of covenant</p> <p>Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make connections: Make links between the story of Noah and how we live in school and the wider world.</p>
	Autumn 2	Unit Outcomes
	<p>What is the Trinity and why is it important for Christians?</p> <p>Lesson 1: What is the story of the baptism of Jesus? To understand what the Trinity is</p> <p>Lesson 2: Where can you spot the Trinity? To understand how the Trinity is identified in artwork</p> <p>Lesson 3: What is special about the baptism of Jesus? To be able to share the meaning of the Trinity through art work</p> <p>Lesson 4: What happens at a baptism? To understand what happens at different types of baptism</p> <p>Lesson 5: How is baptism different depending on the church? To understand the different types of baptism in relation to the different types of church</p> <p>Lesson 6: Why is baptism so important for Christians?</p>	<p>Make sense of belief: Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today</p> <p>Understand the impact: Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make connections: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>

	To understand what baptism means for Christians today	
Year 3	Spring 1	Unit Outcomes
	<p>How do Festivals and worship show what matters to a Muslim?</p> <p>Lesson 1: How do festivals and family life show what matters to a Muslim?</p> <p>To understand when Muslims might need to trust Allah</p> <p>Lesson 2: What does the opening chapter of the Qur'an teach Muslims about God?</p> <p>To understand about Tawhid – and how the 5 pillars link with this</p> <p>Lesson 3: Why does prayer matter to Muslims?</p> <p>To understand about prayer, wudu and prayer mats</p> <p>Lesson 4: Why is the mosque a special place for Muslims?</p> <p>To think about the key features of a Mosque</p> <p>Lesson 5: Why do Muslims celebrate at the end of Ramadan?</p> <p>To understand about Eid and the purpose of Ramadan</p> <p>Lesson 6: What else can we find out about Eid and Ramadan?</p> <p>To identify what classmates do for Ramadan and Eid</p>	<p>Make sense of belief:</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>Understand the impact:</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>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 home and in the mosque)</p> <p>Make connections:</p> <p>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</p> <p>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 their ideas.</p>
	Spring 2	Unit Outcomes
	<p>What do Christians learn from the Creation Story?</p> <p>Lesson 1: Where does Creation belong in the 'Big Story' of the Bible?</p> <p>To understand the timeline of the Big Story of the Bible</p> <p>Lesson 2: What kind of world do Christians believe in? What do we mean by good?</p> <p>To understand what we mean by 'good' in terms of Christianity</p> <p>Lesson 3: How have Christians interpreted looking after the world?</p> <p>To understand the meaning of Genesis and how to look after the World</p>	<p>Make sense of belief:</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Understand the impact:</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p>

	<p>Lesson 4: How do different Christians think about and look after the environment? To think about how different Christians look after the World</p> <p>Lesson 5: What do Christians mean by 'The Fall'? To understand the events that happened in the Garden of Eden and what this might mean for Christians.</p> <p>Lesson 6: What do many Christians learn from the stories of Creation and the Fall? To use all knowledge this unit to create a poster</p>	<p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Make connections: Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</p>
Year 3	<p>Summer 1</p> <p>What do Hindus believe God is like?</p> <p>Lesson 1: How do many Hindus describe ultimate reality? To know that there are different aspects to themselves</p> <p>Lesson 2: How might the idea of Brahman being in everything affect how you live? To explain the importance of Brahman to Hindus</p> <p>Lesson 3: What can we find out about some Hindu deities? To discuss different Hindu deities</p> <p>Lesson 4: How do many Hindus understand deities? To understand the Trimurti and that life is seen as a cycle</p> <p>Lesson 5: What can we learn about deities from Ganesh? To understand about Ganesh and their qualities</p> <p>Lesson 6: What do Hindus believe God is like? To understand the different Hindu deities</p>	<p>Unit Outcomes</p> <p>Make sense of belief: Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God</p> <p>Understand the impact: Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship</p> <p>Make connections: Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>

	Summer 2	Unit Outcomes
	<p>How and why do people try to make the world a better place?</p> <p>Lesson 1: How and why do people try to make the world a better place? What is wrong with the world? To understand different viewpoints about what is wrong with the world and how it could be put right</p> <p>Lesson 2: How can the 'Golden Rule' help people to work out how to make the world a better place? To understand how rules can be supportive and think about similarities and differences between them</p> <p>Lesson 3: Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? To understand about Jewish World relief and how this links to making the world a better place</p> <p>Lesson 4: Who is inspired by Jesus' example of sacrifice? To think about the Christian message and how this might help repair the world</p> <p>Lesson 5: How do Muslims try to make the world a better place? To think about Islamic Relief and how this links to making the world a better place</p> <p>Lesson 6: How do non-religious people try to make the world a better place? To understand the story of the Hummingbird. To understand how different worldviews can help to make the world a better place</p>	<p>Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Understand the impact: 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) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action</p> <p>Make connections: 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 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>

Year 4

Intent – aims and vocabulary

Year 4	Autumn 1	Vocabulary
	What kind of world did Jesus want? 6 lessons <ul style="list-style-type: none"> • Pupils will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. • They will learn about the calling of the first disciples and how Christians today try to follow Jesus. • Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. • Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. • They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. • *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament. 	<ul style="list-style-type: none"> •Jesus •Disciples •Follower •Clergy •Galilee •Vicar •Parable •Samaritan •Gospel •Evangelist
	Autumn 2	Vocabulary
	For Christians, when Jesus left; what was the impact of Pentecost? 6 lessons <ul style="list-style-type: none"> • Pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. • They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. • They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. • Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives. 	<ul style="list-style-type: none"> •Pentecost •Holy Spirit •Disciples •Lord's Prayer •Baptised •Tongues •Acts •Trinity •Apostles

Year 4	Spring 1	Vocabulary
	What does it mean to be a Hindu in Britain today? 6 lessons <ul style="list-style-type: none"> Pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2. 	<ul style="list-style-type: none"> Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita
	Spring 2	Vocabulary
	Why do Christians call the day that Jesus died 'Good Friday'? 6 lessons <ul style="list-style-type: none"> Pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do. 	<ul style="list-style-type: none"> Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary
Year 4	Summer 1	Vocabulary
	How do festivals and family life show what matters to Jewish people? 6 lessons <ul style="list-style-type: none"> Pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. 	<ul style="list-style-type: none"> Freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema

	<ul style="list-style-type: none"> • They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. • They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. 	<ul style="list-style-type: none"> •Progressive •Forgiveness
	Summer 2	Vocabulary
	<p>How and why do people mark the significant events of life?</p> <p>6 lessons</p> <ul style="list-style-type: none"> • Pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. • They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. • They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. • Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones. 	<ul style="list-style-type: none"> •Significant •Journey •Baptism •Commitment •Marriage •Bar Mitzvah •Bat Mitzvah •Ceremony •Wedding •Sacred thread

Year 4 – Implementation

Year 4	Autumn 1	Unit Outcomes
	<p>What kind of world did Jesus want?</p> <p>Lesson 1: What does the Bible tell us about Jesus and his disciples? To think about how the disciples would have felt about being chosen to spread God's word</p> <p>Lesson 2: What does the Bible tell us about Jesus and his disciples? To understand Peter and Andrew's story and their feelings about being a disciple</p> <p>Lesson 3: What is an Evangelist? To understand what a modern day Evangelist would do</p> <p>Lesson 4: How did Jesus respond to people who were unwell? To understand how Jesus treated people with Leprosy</p> <p>Lesson 5: What does The Good Samaritan teach us about how to act? To understand how and why Jesus told parables to his followers</p> <p>Lesson 6: What kind of world did Jesus want? To understand how Jesus's teachings help Christians to build the kind of world he wanted</p>	<p>Make sense of belief: Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Understand the impact: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make connections: Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>
	Autumn 2	Unit Outcomes
	<p>For Christians, when Jesus left; what was the impact of Pentecost?</p> <p>Lesson 1: How did the disciples feel being asked to wait for Jesus? To understand how the disciples were feeling after Jesus had risen</p> <p>Lesson 2: What were the key events of the Pentecost Story? To research key events in the Pentecost Story</p>	<p>Make sense of belief: Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now</p> <p>Understand the impact:</p>

	<p>Lesson 3: What are the images like from the Pentecost Story? To draw our own images to explain the Pentecost Story</p> <p>Lesson 4: What was the impact of the Holy Spirit on Christians? To understand the Holy Spirit and what Christians believe about it</p> <p>Lesson 5: How does the Lord's Prayer link in with Jesus' teachings? To be able to discuss the Lord's Prayer and what it might mean</p> <p>Lesson 6: Why do people want to share God's good news? To think about the gifts that people are given from God and how this can support everyone</p>	<p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make connections: Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>
Year 4	<p>Spring 1</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Lesson 1: What is Hindu Dharma? To create a timeline showing when Hindu Dharma began</p> <p>Lesson 2: How and why do many Hindus perform Puja? To understand what Puja is and how this links with deities</p> <p>Lesson 3: What is dharma? What can we learn from the story of King Yudhishtira? To make links between the concept of Dharma and the idea of having duties</p> <p>Lesson 4: What does the Ramayana tell Hindus about dharma? To understand the meaning of the story of Ramayana</p> <p>Lesson 5: How and why do many Hindus celebrate Diwali? To find out how Diwali is celebrated</p> <p>Lesson 6: Can I plan a Diwali celebration for my local community? To create a Diwali celebration for the class</p>	<p>Unit Outcomes</p> <p>Understand the impact: Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make sense of belief: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>Make connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for</p>

		individuals and society, giving good reasons for their ideas.
	Spring 2	Unit Outcomes
	<p>Why do Christians call the day that Jesus died ‘Good Friday’?</p> <p>Lesson 1: What were the main events of the Easter Story? To create a timeline for all the events of the Easter Story</p> <p>Lesson 2: What did Mary feel like during the Easter Story? To understand the feelings of Mary</p> <p>Lesson 3: What happened on Good Friday? To understand the events of Good Friday and how this is the start of salvation for Christians</p> <p>Lesson 4: Why is the Easter story important for Christians today? To think about the importance of Easter for Christians</p> <p>Lesson 5: Why is Good Friday so important for Christians? To understand the importance of Good Friday for Christians</p> <p>Lesson 6: Why do Christians call the day that Jesus died ‘Good Friday’? To understand the most important parts of the Easter Story</p>	<p>Make sense of belief: Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Understand the impact: Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</p>
Year 4	Summer 1	Unit Outcomes
	<p>How do festivals and family life show what matters to Jewish people?</p> <p>Lesson 1: What do many Jewish people do to mark Shabbat? To explain what happens during Shabbat</p> <p>Lesson 2: What does Shabbat look like in the UK today? To describe how Jews celebrate Shabbat today</p> <p>Lesson 3: What do different Jewish people celebrate at Rosh Hashanah?</p>	<p>Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today</p>

	<p>To explore the festival of Rosh Hashanah</p> <p>Lesson 4: What happens at Yom Kippur?</p> <p>To examine Yom Kippur and the importance of forgiveness</p> <p>Lesson 5: What is the story of Passover?</p> <p>To understand the different parts of the Passover</p> <p>Lesson 6: Why do many Jews celebrate Passover every year?</p> <p>To examine the Seder plate and what this means for Jewish families</p>	<p>Understand the impact:</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Make connections:</p> <p>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</p> <p>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 their ideas.</p>
	Summer 2	Unit Outcomes
	<p>How and why do people mark the significant events in life?</p> <p>Lesson 1: How and why do people mark the significant events in life?</p> <p>To be able to explain their own journey so far and understand how it can be different from someone else's</p> <p>Lesson 2: What is the significance of baptism for Christians?</p> <p>What happens and what does it mean?</p> <p>To understand the two different types of baptism for Christians</p> <p>Lesson 3: How do many Jewish people mark becoming an adult?</p> <p>To understand the significance of a bar/bat mitzvah and what happens during the ceremony</p> <p>Lesson 4: What ceremonies do many Hindus mark in the journey of life?</p> <p>To have an understanding of the Hindu Sacred thread ceremony</p>	<p>Make sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Understand the impact:</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>

	<p>Lesson 5: Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</p> <p>To learn about different wedding ceremonies and what happens in them</p> <p>Lesson 6: Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</p> <p>To understand the differences between a Christian and a Hindu wedding</p>	<p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>
--	--	--

Year 5

Intent – aims and vocabulary

Year 5	Autumn 1 What does it mean if Christians believe God is holy and loving? 6 lessons <ul style="list-style-type: none"> • Pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. • They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. • Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. • Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. • Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person. 	Vocabulary <ul style="list-style-type: none"> •Holy •Omnipresent •Omniscient •Believer •Eternal •Loving •Omnipotent •Isaiah •John •Testament
	Autumn 2 What does it mean to be a Muslim in Britain today? 6 lessons <ul style="list-style-type: none"> • Pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. • They will find out about Muslim sources of authority and how they guide daily living for believers. • Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. • They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. • Pupils will also spend time finding out about the lived experience of Muslims in Britain today. 	Vocabulary <ul style="list-style-type: none"> •Muslim •Ibadah •Submission •Ramadan •Shahadah •Salah •Sawm •Zakah •Hajj •Pilgrimage

Year 5	Spring 1	Vocabulary
	Why is the Torah so important to Jewish people? 6 lessons <ul style="list-style-type: none"> • Pupils will build on their learning about the Jewish worldview and way of life. • They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. • They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. • They will consider how interpretation of Torah influences dietary choices. • Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate. 	<ul style="list-style-type: none"> • Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut
	Spring 2	Vocabulary
	What matters most to Humanists and Christians? 6 lessons <ul style="list-style-type: none"> • Pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. • They will make links with sources of authority that tell people how to be good. • Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. • They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult. 	<ul style="list-style-type: none"> • Humanist • Non-religious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority
Year 5	Summer 1	Vocabulary
	How do Christians decide to live? 6 lessons	

Year 5 – Implementation

Year 5	Autumn 1	Unit Outcomes
	<p>What does it mean if Christians believe God is holy and loving?</p> <p>Lesson 1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?</p> <p>To use different words to think about God and describe how they see God</p> <p>Lesson 2: What does the Bible say God is like?</p> <p>To use texts from the Bible to understand how Christians see God</p> <p>Lesson 3: How can ideas of God be expressed in art?</p> <p>To communicate through art work</p> <p>Lesson 4: How do some Christians respond to a holy and loving God?</p> <p>To understand how worship through song can help a Christian to focus on God being loving and holy</p> <p>Lesson 5: How do churches and cathedrals reflect Christian ideas about God?</p> <p>To recognise various parts of Churches through visits</p> <p>Lesson 6: What does it mean if Christians believe God is holy and loving?</p> <p>To bring together all learning for this unit</p>	<p>Make sense of belief:</p> <p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Understand the impact:</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Make connections:</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
	Autumn 2	Unit Outcomes
	<p>What does it mean to be a Muslim in Britain today?</p> <p>Lesson 1: How many Muslims and how many mosques are there in Britain?</p> <p>To understand that not all Muslims practice in the same way</p> <p>Lesson 2: How might the five pillars affect the lives of Muslims in Britain today?</p>	<p>Make sense of belief:</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact:</p>

	<p>To understand the impact that the five pillars may have on Muslims</p> <p>Lesson 3: Why is Zakah/charity important to Muslims? How is charity important to you?</p> <p>To discuss how charity can help people and share the importance of this</p> <p>Lesson 4: Why do Muslims go on pilgrimage?</p> <p>To understand the importance of Hajj and the ZamZam well</p> <p>Lesson 5: Why do Muslims go on pilgrimage?</p> <p>To understand and discuss the different stages of Hajj</p> <p>Lesson 6: What does it mean to be a Muslim in Britain today?</p> <p>To understand their classmates lived experiences</p>	<p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>
Year 5	<p>Spring 1</p> <p>Why is the Torah so important for Jewish people?</p> <p>Lesson 1: What do Jewish people look like, and where do we find Jewish people in the UK?</p> <p>To understand key facts about Jewish people in the UK today</p> <p>Lesson 2: What is the Torah? What is a Sefer Torah?</p> <p>To understand the symbols displayed on a Torah scroll</p> <p>Lesson 3: Why are there different types of synagogue in the UK?</p> <p>To understand the differences between a Progressive Synagogue and an Orthodox synagogue</p> <p>Lesson 4: How does the Torah influence what Jewish people might eat?</p> <p>To discuss Kosher food and how this might look for Jewish people</p> <p>Lesson 5: How are Jewish people adapting festivals in the UK?</p> <p>To look at a Seder plate and understand the significance of the items</p> <p>Lesson 6: Why is the Torah important to Jewish people?</p>	<p>Unit Outcomes</p> <p>Make sense of belief:</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Understand the impact:</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections:</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual,</p>

	To identify the different ways that Jewish people show respect for the Torah	community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.
	Spring 2	Unit Outcomes
	<p>What matters most to Humanists and Christians?</p> <p>Lesson 1: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? To understand about rules whether religious or non religious</p> <p>Lesson 2: Who is a Humanist? What codes for living do non-religious people use? To think about what makes good guidelines for living.</p> <p>Lesson 3: Who is a Humanist? What codes for living do non-religious people use? To explain about the Humanist Golden Rule</p> <p>Lesson 4: What values matter most to Christians? How does it show? How can our different values be discussed? To think about good actions in terms of Christianity</p> <p>Lesson 5: How do Humanists and Christians know how to act? What do they base their decisions on? To discuss and compare what a Humanist might do and a Christian in a situation</p> <p>Lesson 6: What matters most to Humanists and to Christians? To have an understanding of the worldview for Humanists and Christians</p>	<p>Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Understand the impact: Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections: Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>
Year 5	Summer	Unit Outcomes

Year 6 – substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 6	Autumn	Vocabulary	
	How did the Maya civilisation compare to the Anglo-Saxons? 6 lessons <ul style="list-style-type: none"> Extend knowledge of civilisations by comparing and contrasting Maya to Britons Develop their chronological awareness of how the Maya fit into the timeline of mankind Learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at the same time Deepen their understanding of the growth of Empires and understanding why the Mayan Empire declined 	Abandon Classic Period Decline Deforestation Drought Hieroglyphics Pyramid Rainforest Slash and burn Tropical rainforest	
Year 6	Spring	Vocabulary	
	How have historic communities shaped our modern-day legal system? 6 lessons <ul style="list-style-type: none"> Understand about the legacy of Roman crime and punishment on the current legal system in Britain Learn about the Anglo Saxon system and the differences with the Roman system and the modern legal system Learn about the Tudor era with ref to the legal system Discover information about Dick Turpin through various historical sources Learn about Victorian prisons Bring together all the above knowledge and compare with modern day Britain 	Bobbies/peelers Deterrent Execution Highwaymen Humiliation Judge Jury Ordeal punishment Treason Victim Trial Mutilation exile	
Year 6	Summer	Vocabulary	
	What does the census tell us about our local area? 6 lessons <ul style="list-style-type: none"> Investigate local history during the Victorian period Carry out an enquiry using census and factory records 	Head of the household Title Scholar Enumerator	flax yarn linen nobbins

	<ul style="list-style-type: none"> Learn about changes to a family over a period of time and suggest reasons for the changes Link these changes to national events Plan their own historical enquiry by researching a local family or street 	Condition Cotton millworker Overlooked Joiner Can-hooker Carding piecer	severance pay compensation income workhouse suffragette governess
Historical Enquiry		Chronological Awareness	
Reliability Criteria Significance Death records		No new vocabulary	

Year 6	<p>Autumn</p> <p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Lesson 1: Who were the Maya and when did they live? To recognise when and where the Ancient Maya lived</p> <p>Lesson 2: How did the Maya settle in the rainforest? To evaluate the challenges of settling in the rainforest</p> <p>Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes? To compare and contrast Anglo-Saxon and Maya homes</p> <p>Lesson 4: What did the Maya believe? To explain the importance of Maya gods and goddesses</p> <p>Lesson 5: What do archaeological remains tell us about Maya cities? To design a map of a Maya city</p> <p>Lesson 6: The decline of the Maya Cities; man-made or natural disaster? To evaluate the reasons for the decline of Maya cities</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> • Describe the key physical features of the Maya civilisation • Sequence the key periods in the Maya civilisation • Identify periods that were happening in Britain at the same time • Name the features of the rainforest • Explain the challenges facing the Maya in the rainforest • Name the features of Maya houses • Identify the similarities and differences between Maya and Anglo-Saxon houses • Explain the Maya creation story • Identify the characteristics of important gods or goddesses • Make deductions about cities • Name the features of Maya cities • Create a plan of a Maya city, including the main features • Explain and evaluate the reasons for the decline of the Maya civilisation • Identify the similarities and differences between the Maya and the Anglo-Saxons
Year 6	<p>Spring</p> <p>How have historic communities shaped our modern-day legal system?</p> <p>Lesson 1: What did the Romans believe about crime and punishment? To understand what the Romans believed about crime and punishment</p> <p>Lesson 2: What was the legal system like in Anglo-Saxon Britain? To understand the Anglo Saxon legal system</p> <p>Lesson 3: What punishment methods did the Tudors use?</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> • Understand and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them • Explain key terms in the history of crime and punishment • Use primary sources to decide what are facts, what opinions can be formed from the evidence and identify questions they may have • Compare modern day crime and punishment with those from the past and talk about the

	<p>To investigate Tudor punishment methods and compare with modern day Britain</p> <p>Lesson 4: The Highwayman - Hero or Villain?</p> <p>To find out about the life of highwaymen based on historical sources</p> <p>Lesson 5: What did Victorian prisoners experience in prison?</p> <p>To investigate how prisoners would feel and why</p> <p>Lesson 6: How has crime and punishment changed through the Ages?</p> <p>To compare different time periods with modern Britain</p>	<p>legacy of past methods of crime prevention and detection with those of the present day</p>
Year 6	<p>Summer</p> <p>What does the census tell us about our local area?</p> <p>Lesson 1: What does the census tell us about the people living in our local area?</p> <p>To use the census to make inferences about people from the past</p> <p>Lesson 2: What happened to Mary Bucktrout (Part 1)?</p> <p>To use the census to investigate how the lives of people in the past changed</p> <p>Lesson 3: What happened to Mary Bucktrout (Part 2)?</p> <p>To use primary sources to find out about the working conditions of children in factories</p> <p>Lesson 4: How did Mary Bucktrout feel about the key events in her life?</p> <p>To recreate the thoughts and feelings of Mary Bucktrout</p> <p>Lesson 5: Who lived in our local area (part 1)?</p> <p>To reconstruct the lives of people in a household using the census</p> <p>Lesson 6: Who lived in our local area (part 2)?</p> <p>To compare census returns and identify continuities and changes in a household</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> • Identify the type of information the census gives about people • Use the census to make inferences about people from the past, providing supporting evidence for their statements • Make observations from the census and identify changes between periods of time • Identify the dangers of working in a textile mill • Create questions to identify the thoughts and feelings of a Victorian Working child • Identify the key events of Mary's life and interpret her thoughts and feelings • Extract information from the census to recreate the lives of people who lived in a household from the local area • Extract information from the census and decide whether a family was rich or poor • Describing change through time