

| Year 4 Curriculum Map | | | | | | |
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| Autumn | | Spring | | Summer | | |
| L2.8 What does it mean to be a Hindu in Britain today?(part 2) | L2.7 What does it mean to be a Christian in Britain today? (part 2) | L2.5 Why are festivals important to religious communities? (part 2) | L2.3 Why is Jesus inspiring to some people? | L2.9 What can we learn from other religions when deciding what is right and wrong? | L2.6 Why do some people think that life is like a journey and what significant experiences mark this? | |
| Religious Education Objectives | | Key knowledge | | POP tasks | Links to Curriculum Drivers | Resources/ planning |
| Autumn 1 L2.8 What does it mean to be a Hindu in Britain today?(part 2) Objectives 3 and 4 | | Describe the Hindu belief in Karma Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs Describe some key events in the life of Gandhi Describe how the life of Gandhi shows Hindu beliefs in action Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching. | | 1945 World War 11, British Empire, Commonwealth countries, | Discuss their new union flag designs and give reasons for the design using ideas learnt to create 21 st century union flag to represent the diverse culture of Britain. | Community |
| Autumn 2 L2.7 What does it mean to be a Christian in Britain today? (part 2) Strand: Living Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: □ find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively | | Describe what happens during holy communion and why it is regularly celebrated by most Christians Describe how Catholic Christians prepare to take their first holy communion Describe some ways in which the local church help the surrounding community and find out more about some Christian community projects Describe the story of Rosa Parks and consider questions such as why | | Holy communion, bread, wine, | Outline ideas to why, as a Christian, Rosa Parks felt it was important to stand up for her rights and what inspired her giving quotes from Bible | Community How local churches support the community. |

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| <ul style="list-style-type: none"> □ enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all □ articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. | <p>Rosa stood up for her rights and the rights of others</p> | | | | |
| <p>Spring 1 L2.5 Why are festivals important to religious communities? Objective 6-9</p> | <p>Retell the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Divali Make links between the story of Rama and Sita at Divali and the idea of overcoming evil in life today Describe the similarities and differences between Id and Easter Consider questions such as is it hard to make sacrifices? Are links between being generous and being self disciplined? Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice Describe the link between a selection of Pesach symbols and the story of Pesach Give simple reasons for why Jewish people celebrate Pesach annually</p> | | <p>Look for similarities and differences between the beliefs that festivals express Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today</p> | <p>Community</p> | |
| <p>Spring 2 L2.3 Why is Jesus inspiring to some people?</p> | <p>Make connections between some of Jesus' teachings and the way Christians live today □ Describe how Christians celebrate Holy Week and Easter Sunday □ Identify the most important parts of Easter for Christians and say why they are important □ Give simple definitions of some key Christian terms (e.g. gospel,</p> | | <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p> | | |

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| | incarnation, salvation) and illustrate them with events from Holy Week and Easter | | | | |
| Summer 1 L2.9 What can we learn from other religions when deciding what is right and wrong? | <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong</p> | | Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system | | |
| Summer 2 L2.6 Why do some people think that life is like a journey and what significant experiences mark this? | <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <ul style="list-style-type: none"> □ Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean □ Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people □ Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief | | <p>LA</p> <p>Explain similarities and differences between ceremonies of commitment HA/MA Discuss and present their own ideas about the value and challenge of religious commitment in Britain today</p> | | |