

**Year 5 Curriculum Map**

<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and humanists?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?	U2.4 If God is everywhere, why go to a place of worship?		
<b>Religious Education Objectives</b>		<b>Key knowledge</b>	<b>Core Vocabulary</b>	<b>POP tasks</b>	<b>Links to Curriculum Drivers</b>	<b>Resources/ planning</b>
<b>Autumn 1</b> <b>U2.1 Why do some people think God exists?</b>		Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). □ Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). □ Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). □ Present different views on why people believe in God or not, including their own ideas (C1).		Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).		
<b>Autumn 2</b> <b>U2.6 What does it mean to be a Muslim in Britain today? (part 1)</b>		Make links between Muslim practice of the five pillars and Muslim beliefs about God □ Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad				
Spring 1 U2.7 What matters most to Christians and humanists?		Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). □ Describe some Christian and Humanist values simply (B3). □ Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). □ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).		Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).		

<p>Spring 2 U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?</p>	<p>Outline Jesus' teaching on how his followers should live (A2).  <input type="checkbox"/> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).  <input type="checkbox"/> Explain the impact Jesus' example and teachings might have on Christians today (B1).  <input type="checkbox"/> Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>		<p>LA  Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).  MA/HA  <input type="checkbox"/> Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>		
<p>Summer 1 and 2 U2.4 If God is everywhere, why go to a place of worship?</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).  Select and describe the most important functions of a place of worship for the community (B3).  Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).  Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>		<p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>		