

<b>Year 6 Curriculum Map</b>						
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
U2.6 What does it mean to be a Muslim in Britain today? (part 2)	U2.8 What difference does it make to believe in Ahimsa, Grace and/ or Ummah?	U2.5 Is it better to express yourself in art and architecture then charity and generosity?		U2.3 What do religions say to us when life gets hard?		
<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> U2.6 What does it mean to be a Muslim in Britain today? (part 2)		Describe and reflect on how the Qur'an is significant to Muslims <input type="checkbox"/> Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims <input type="checkbox"/> Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim <input type="checkbox"/> Identify and explain connections between the main functions of the Mosque and Muslim beliefs		Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).		
Autumn 2 U2.8 What difference does it make to believe in Ahimsa, Grace and/ or Ummah?		Make connections between beliefs and behaviour in different religions (A1). <input type="checkbox"/> Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). <input type="checkbox"/> Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). <input type="checkbox"/> Consider similarities and differences between beliefs and behaviour in different faiths (B3).		Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). <input type="checkbox"/> Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).		
Spring 1 and 2 U2.5 Is it better to express yourself in art and architecture then charity and generosity?		Describe and make connections between examples of religious creativity (buildings and art) (A1). <input type="checkbox"/> Show understanding of the value of sacred buildings and art (B3). <input type="checkbox"/> Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). <input type="checkbox"/> Apply ideas about values and from scriptures to the title question (C2).		Outline how and why some Humanists criticise spending on religious buildings or art (A3). <input type="checkbox"/> Examine the title question from different perspectives, including their own (C1).		
Summer 1 and 2		Express ideas about how and why religion can help believers when times are hard,		Explain what difference belief in judgement/heaven/karma/		

<p>U2.3 What do religions say to us when life gets hard?</p>	<p>giving examples (B2). □ Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). □ Explain some similarities and differences between beliefs about life after death (B2). □ Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>		<p>reincarnation might make to how someone lives, giving examples (B1). □ Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>		