

Skills	KS2 Year A	Skills	KS2 Year B
Unit L2.1 What do Christians learn from the creation story? Autumn 1	<ul style="list-style-type: none"> Place the concepts of <i>God and Creation</i> on a timeline of the Bible's 'big story'. Make clear links between <i>Genesis 1</i> and what Christians believe about <i>God and Creation</i>. Recognise that the story of 'the Fall' in <i>Genesis 3</i> gives an explanation of why things go wrong in the world. Describe what Christians do because they believe <i>God is Creator</i> (e.g follow <i>God</i>, wonder at how amazing <i>God's creation</i> is; care for the <i>Earth</i> - some specific ways) Describe how and why Christians might pray to <i>God</i>, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the <i>Creation story</i> for Christians and for non-Christians living today. 	Unit L2.3 What is the 'Trinity' and why is it important for Christians? Autumn 1	<ul style="list-style-type: none"> 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. Describe how Christians show their beliefs about <i>God the Trinity</i> in worship in different ways (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of <i>God</i> in Christianity, expressing clearly some ideas of their own about what Christians believe <i>God</i> is like.
	Vocab: <i>God, Creation, Bible's big story, Christians, book of Genesis, the Fall, beliefs, Creator God, sin, forgiveness.</i>	c	Vocab: <i>Bible, Gospel, Trinity, Christians, beliefs, Father, Son and Holy Spirit, baptism, symbol of water.</i>

<p>Unit L2.2</p> <p>What is it like for someone to follow God?</p> <p>Autumn 2</p>	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 	<p>Unit L2.7</p> <p>What do Hindus believe that God is like?</p> <p>Autumn 2</p>	<ul style="list-style-type: none"> • 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 <i>murtis</i> express about God. • 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. • 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>Vocab:</p> <p><i>Old Testament, New Testament, covenant, pact, promises, trust, beliefs.</i></p>		<p>Vocab:</p> <p><i>Hinduism, 'Aum' symbol, Brahman (God), Svetaketu, Ganesh, Diwali stories, Hindu deities, Brahma, Vishnu and Shiva, murtis, home shrine, puja.</i></p>

<p>Unit L2.9</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p>Spring 1</p>	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> (e.g how God is worth worshiping; how Muslims submit to God). Give examples of <i>ibadah</i> (worship) in Islam (e.g prayer, fasting, celebrating) and describe what they involve. 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). 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. 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>Unit L2.8</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>Spring 1</p>	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; 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). Identify the terms <i>dharma</i>, <i>Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) 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 individuals and society, giving good reasons for their ideas.
	<p>Vocab:</p> <p><i>Islam, Muslim, Qur'an, salah (prayer five times per day), beliefs, worship, fasting, Five Pillars, community, submission, self-control, live in harmony.</i></p>		<p>Vocab:</p> <p><i>Dharma, Sanatan Dharma, puja, murtis, festival of Diwali, mandir, Rama and Sita, worship,</i></p>
<p>Unit L2.10</p> <p>How do festivals and family life show what matters to Jews?</p>	<ul style="list-style-type: none"> 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. 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). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. 	<p>Unit L2.5</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<ul style="list-style-type: none"> 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. 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>Spring 2</p>	<ul style="list-style-type: none"> • 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. • 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>Spring 2</p>	<ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.
	<p>Vocab:</p> <p><i>Jewish festivals - Rosh Hashanah, Yom Kippur, Pesach/Passover, God, sin, forgiveness, story of the Exodus, slavery, freedom, beliefs.</i></p>		<p>Vocab:</p> <p><i>Salvation, Holy Week, Palm Sunday, Good Friday, Easter Sunday, Gospel stories, worship, community.</i></p>
<p>Unit L2.4</p> <p>What kind of world did Jesus want?</p> <p>Summer 1</p>	<ul style="list-style-type: none"> • 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. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • 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>Unit L2.6</p> <p>For Christians, what was the impact of Pentecost?</p> <p>Summer 1</p>	<ul style="list-style-type: none"> • 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. • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. • 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>Vocab:</p> <p><i>Gospel, disciple, Christian, outcast.</i></p>		<p>Vocab:</p> <p><i>Christian beliefs, Pentecost, kingdom of God, Trinity, Holy Spirit.</i></p>

<p>Unit L2.12</p> <p>How and why do people try to make the world a better place?</p> <p>Summer 2</p>	<ul style="list-style-type: none"> • 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. • 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. • 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>Unit L2.11</p> <p>How and why do people mark the significant events of life?</p> <p>Summer 2</p>	<ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • Describe what happens in ceremonies of commitment (e.g baptism, sacred thread, marriage) and say what these rituals mean. • 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). • Identify some differences in how people celebrate commitment (e.g different practices of marriage, or Christian baptism). • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today.
	<p>Vocab:</p> <p><i>Conflict, obey, sin, religious beliefs, Ten Commandments, Two Commandments of Jesus, Golden Rule, conscience,</i></p>		<p>Vocab:</p> <p><i>Ceremonies, love, commitment, promises, Christian marriage/baptism, journey.</i></p>