

**RE Landgate School Long Term Planning KS1 2019-2021(based on Wigan Agreed Syllabus)**

<p><b>Key Stage 1</b></p>	<p><b>Key stage 1 Intent:</b>          “Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about, and in response to questions about their ideas” (NCFRE p18).</p> <p>A balanced curriculum would include:</p> <p>Learning about the place of religion and belief in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life          Learning about key features of Christianity (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians          Learning about key features of at least one other religion or non-religious worldview (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or worldview.</p> <p><b>Key Stage Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Topic based RE curriculum</li> <li>• RE, as far as is possible, to be taught on a weekly basis by class teacher</li> <li>• Continuous Provision led learning</li> <li>• Outdoor learning opportunities</li> <li>• Educational visits</li> <li>• Visitors to school</li> <li>• Engagement with Achievement assemblies held on a half termly basis</li> <li>• Daily opportunities provided for individual reflection</li> </ul>
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		Year A 2019-20	Year B 2020-2021
Autumn 1	Key Focus:	<b>How do we show we care for others?</b>	<b>What does it mean to belong?</b>
	Key vocabulary list:	care, nurture, love, compassion, kindness, help, family, friends, relationship	belong, family, friends, community, local area, global community, relationship
	Key Skills/Knowledge:	<ol style="list-style-type: none"> <li>1. To discuss ways in which people are special and unique.</li> <li>2. To enable pupils to think of ways in which they can use their talents to help others.</li> <li>3. To enquire into the concept of charity in different religious traditions.</li> <li>4. To explore the ways in which different religious traditions show they care for others.</li> <li>5. To be able to retell stories about the importance of caring for those in need.</li> <li>6. To learn about some famous Christian individuals who put their faith into action.</li> <li>7. To be able to explain what is meant by charity.</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate knowledge and understanding of ways in which people show they belong.</li> <li>2. To give pupils the opportunity to explore and express feelings associated with belonging through music and story.</li> <li>3. To gain knowledge and understanding of religious symbols of belonging and their meanings.</li> <li>4. To be able to recognise and explain the different clothing associated with belonging in Christianity and one other religious tradition.</li> <li>5. To enable pupils to gain knowledge and understanding of a Christian ceremony of belonging.</li> <li>6. To explore the concepts of symbolism and belonging.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• Wigan Resources</li> <li>• 'The Good Samaritan' (Usborne Bible Tales by Heather Amery)</li> <li>• Developing Primary RE – Special People of Faith and Action edited by Joyce Mackley</li> <li>• 'What if we all saved a few Starfish' by The Mamma Bear Effect</li> <li>• RE: start – RE:quest- Bible stories</li> <li>• Charlie and Blue find out about Jesus –TrueTube</li> <li>• Bible Storyteller</li> <li>• 'The Tiny Ants' - Gill Vaisey <ul style="list-style-type: none"> <li>• Community engagement opportunities e.g. reading to elderly, litter pick on Landgate estate, etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guess Who? style games</li> <li>• Dottie and Buzz – Channel 4 Learning</li> <li>• BBC Whiteboard Active: Beliefs and Belonging</li> <li>• Belonging. (Start-up Religion Series) by Ruth Nason</li> <li>• 'This is where I belong' song from the 'Spirit: Stallion of the Cimarron' film</li> <li>• The Ugly Duckling – YouTube</li> <li>• Baptism – <a href="http://request.org.uk/restart/2014/09/08/baptism-and-confirmation/">http://request.org.uk/restart/2014/09/08/baptism-and-confirmation/</a></li> <li>• Wigan Resources</li> </ul>

Autumn 2	Key Focus:	<b>Why and how are Christmas and Chanukah celebrated?</b>	<b>Why do Christians celebrate Christmas?</b>
	Key vocabulary list:	Christmas, festival, Christianity, Jesus' birth, Judaism, customs, traditions, celebrate, Chanukah, Festival of Lights, Menorah, Dreidel, gifts, candles, Advent, preparations	Christian, festival, Christmas, Jesus' birth, Advent, Nativity, Mary, Joseph, Shepherds, Angels, Wise Men, King Herod, gifts, celebrate, carols, Christmas tree, candles, preparations
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> <li>1. To be able to recall and demonstrate their knowledge of the Christmas story.</li> <li>2. To know and understand the symbols traditionally associated with Christmas and their meanings.</li> <li>3. To reflect upon why Christmas is an important festival for Christians.</li> <li>4. To demonstrate knowledge and understanding of the story of Chanukah and how it is celebrated.</li> <li>5. To identify similarities and differences between Chanukah and Christmas.</li> <li>6. To enquire into what a festival is and why festivals are celebrated.</li> </ol>	<ol style="list-style-type: none"> <li>1. To gain knowledge and understanding of the Christmas story.</li> <li>2. To enable pupils to have the opportunity to reflect on a celebration and a gift that is significant to them.</li> <li>3. To enable pupils to have the opportunity to explore and express feelings associated with gift giving through music, story and discussion.</li> <li>4. To gain knowledge and understanding of the symbolism of the gifts given to Jesus.</li> <li>5. To give pupils the opportunity to talk about and reflect on the Christian belief that Jesus was God's gift to the world.</li> <li>6. To identify ways in which Christmas is celebrated by Christians in church and at home.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• Woodlands Junior school - The true meaning of Christmas (<a href="http://resources.woodlands.kent.sch.uk/customs/Xmas/meaning.htm">http://resources.woodlands.kent.sch.uk/customs/Xmas/meaning.htm</a>)</li> <li>• Developing Primary RE- 'Christmas'</li> <li>• RE Today Series – RE Ideas- 'Christmas'</li> <li>• YouTube - 'The Story of Chanukah'</li> <li>• 'Lots of Latkes' – Sandy Lanton</li> <li>• 'Latkes Recipe' – all recipes (website)</li> <li>• 'Festival of Lights' – The Story of Chanukah</li> <li>• 'The story of Chanukah' – The Rug Rats DVD</li> <li>• 'The Chanukah Story' – Anita Ganeri               <ul style="list-style-type: none"> <li>• Visit to local synagogue and/or church to see how Christmas is celebrated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 'The Christmas Story' by Ian Beck</li> <li>• 'Invisible Gift' Poem – Wigan Resources</li> <li>• Set of nativity puppets or figures</li> <li>• 'Alfie's Christmas' by Shirley Hughes</li> <li>• RE Ideas Series - 'Christmas' (RE Today)</li> <li>• Developing Primary RE – 'Christmas' (RE Today)</li> <li>• Gifts PowerPoint – Wigan Resources</li> <li>• Operation Christmas Child Song - 'Love in a Box' by Melissa Bester.</li> <li>• Christmas Carol: 'What shall I give him?'               <ul style="list-style-type: none"> <li>• Visit to local church</li> <li>• Christmas whole school worship</li> </ul> </li> </ul>

Spring 1	Key Focus:	<b>Who is an inspiring person?</b>	<b>What do Christians believe?</b>
	Key vocabulary list:	inspire, role model, value, respect, friends, family, representative, qualities	Christians, Christianity, God, Jesus, Holy Spirit, Trinity, cross, resurrection, Bible, sin, forgiveness, death, life
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> <li>1. To enable pupils to reflect upon and identify inspiring people in their own lives.</li> <li>2. To enable pupils to identify the qualities they would associate with a good leader.</li> <li>3. To give pupils the opportunity to reflect upon their own personal qualities and explain what they could do to inspire others.</li> <li>4. To enable pupils to formulate their own questions about leadership.</li> <li>5. To explain how Jesus demonstrated he was an inspiring leader for Christians.</li> <li>6. To identify the leadership qualities Moses demonstrated, when leading the Israelites out of Egypt and suggest reasons why people followed him.</li> </ol>	<ol style="list-style-type: none"> <li>1. To enable pupils to gain knowledge and understanding of Christian beliefs and practices.</li> <li>2. To explore some of the qualities Christians associate with God and what they mean.</li> <li>3. To learn what biblical stories teach Christians about God.</li> <li>4. To enable pupils to reflect upon and share their own ideas about God.</li> <li>5. To provide pupils with the opportunity to reflect upon and express their own questions about life and God.</li> <li>6. To give the pupils the opportunity to express their own spirituality through art.</li> <li>7. To enable pupils to recognise that people have different views about God.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• Wigan Resources</li> <li>• Developing Primary RE – Special People of Faith and Action</li> <li>• ‘Opening up Christianity’ – RE Today</li> <li>• ‘Exploring Leaders and Followers’ – RE Today</li> <li>• The story of Zacchaeus</li> <li>• (Sermons4Kids) <a href="http://www.sermons4kids.com/Zacchaeus.pps">http://www.sermons4kids.com/Zacchaeus.pps</a></li> <li>• ‘The Magpie’s Tale - Jesus and Zacchaeus’ Nick Butterworth</li> <li>• The Lion King song, ‘I just can’t wait to be king’</li> <li>• Bible stories RE Quest / You tube</li> <li>• Bible storyteller - The Story of Zacchaeus <ul style="list-style-type: none"> <li>• Visit to school from ‘inspiring individual’; interview</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wigan Resources</li> <li>• Music – RE Quest</li> <li>• NATRE Spirited Arts website <a href="http://www.natre.org.uk/spiritedarts/">http://www.natre.org.uk/spiritedarts/</a></li> <li>• RE Today – Exploring Puzzling Questions</li> <li>• ‘What can we learn from talking about God?’ Lat Blaylock</li> <li>• Developing Primary RE – ‘Stories about God’</li> <li>• The Lost Son (Bible storyteller) Audio <ul style="list-style-type: none"> <li>• Visit to local Church; talking to believers about Christian life</li> </ul> </li> </ul>

Spring 2	Key Focus:	<b>Why and how do special places and symbols show what people believe?</b>	<b>Why and how do Christians celebrate Easter?</b>
	Key vocabulary list:	special place, symbol, importance, religion, belief, value, meaning, importance	Christians, Christianity, Easter, celebrate, death, resurrection, life, lamb of God, tomb, cross, disciples, sin, forgiveness, love, Maundy Thursday, Good Friday, Easter Sunday, Easter eggs, hot cross buns, Simnel cake
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> <li>1. To reflect upon and discuss special objects that are important to the pupils.</li> <li>2. To identify some symbols and objects that are special to Christians.</li> <li>3. To make links between the Easter story and some of the symbols and objects that are used during the festival.</li> <li>4. To explore some of the feelings Christians associate with the Easter story.</li> <li>5. To conduct an enquiry into the church as a special place for Christians.</li> <li>6. To identify the main features of a church and explain their function.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what is being celebrated at Easter.</li> <li>2. To make links with new life and new beginnings and the Easter story.</li> <li>3. To introduce the concept of a special person and consider reasons why Jesus is special to Christians.</li> <li>4. To demonstrate knowledge and understanding of the key events in the Easter story.</li> <li>5. To explore some of the basic feelings associated with the Easter story, such as sorrow, joy, awe and wonder.</li> <li>6. To begin to reflect on their personal feelings and the feelings of others.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• Developing Primary RE – ‘Special Places’ RE Today</li> <li>• ‘Opening Up Easter’ Series – RE Today</li> <li>• ‘The Easter Story’ by Heather Amery</li> <li>• Miracle Maker DVD</li> <li>• RE:start/RE:quest – The Church <a href="http://request.org.uk/restart/">http://request.org.uk/restart/</a></li> <li>• Features of a church PowerPoint (Wigan Resources)</li> <li>• Bible Storyteller – A selection of Easter stories</li> <li>• Wigan Resources</li> <li>• Collection of photographs/postcards/guide books etc. of different special buildings. Collection of pictures of different churches</li> <li>• Virtual tour of a church (<a href="http://www.request.org.uk/main/churches/tours/tours.htm">http://www.request.org.uk/main/churches/tours/tours.htm</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Miracle Maker DVD</li> <li>• Time lapse of spring awakening</li> <li>• Opening Up Easter – RE Today</li> <li>• Music – <a href="http://www.natre.org.uk">www.natre.org.uk</a></li> <li>• Songs for Every Easter CD and Book – Mark and Helen Johnson (Out of Ark Music)</li> <li>• A Child’s Eye View of Festivals 2 DVD – Easter Celebrations</li> <li>• Wigan Resources</li> </ul>

Summer 1	Key Focus:	<b>What can we learn from Christian and Jewish creation stories?</b>	<b>Why do Christians love to tell stories about Jesus?</b>
	Key vocabulary list:	creation, beginning, world, form, existence, God, beliefs, Christians, Jews	Christians, Jesus, parables, Bible, moral meaning, teach, disciples, believers, message, love
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> <li>1. To develop an understanding of the concept of creation.</li> <li>2. To appreciate the world by exploring the many amazing things it contains, including images, story and music.</li> <li>3. To identify and explore ideas for creating the perfect world.</li> <li>4. To demonstrate knowledge and understanding of the Jewish and Christian creation story and acknowledge other views about how the world began.</li> <li>5. To identify ways in which religious people and organisations make a response to God by caring for the world.</li> <li>6. To identify ways in which mankind is harming our world and explore possible solutions.</li> <li>7. Enquire into festivals in different religious traditions that celebrate and give thanks for the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. To enable pupils to recall what they know about Jesus.</li> <li>2. To enquire into the stories of Jesus, their meaning and impact on believers.</li> <li>3. To be introduced to the idea of a parable and a miracle.</li> <li>4. To recognise that the Bible contains stories which are special to Christians and that it should be treated with respect.</li> <li>5. To reflect upon the stories of Jesus and to express their own ideas in response to stories Jesus told about friendship, kindness and caring.</li> <li>6. To be able to explain what a miracle is and enquire into some of the miracles connected with Jesus.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• 'How can I look after the world' PowerPoint</li> <li>• 'The Most Magnificent Thing' by Ashley Spires</li> <li>• 'The Trouble with Dad' by Babette Cole</li> <li>• 'Picturing Creation' pack by Kate Neal</li> <li>• 'The snowman' by Raymond Briggs</li> <li>• 'In the Beginning' by Steve Turner</li> <li>• Developing Primary RE Series –Stories about God)</li> <li>• Twinkle – Creation PowerPoint</li> <li>• Kids4truth - Creation animation</li> <li>• The Magician's Nephew – Creation ( YouTube)</li> <li>• 'If I ruled the world' by Tony Bennett with slideshow (<a href="https://www.youtube.com/watch?v=mxElN3WI9so">https://www.youtube.com/watch?v=mxElN3WI9so</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• 'Dogger' – Shirley Hughes</li> <li>• Lost Coin and Lost Sheep Story set in a modern context – REquest</li> <li>• The 10 lepers – RE quest</li> <li>• Mr Men – Mr Impossible - Roger Hargreaves</li> <li>• Jesus and His Teachings (PowerPoint)</li> <li>• Wigan Resources</li> <li>• Bible Storyteller website</li> <li>• Pictures of miracles and headlines.</li> <li>• Puppet N Parables DVD – Articles of Faith</li> <li>• The Brick Testament – The life of Jesus</li> </ul>

Summer 2	Key Focus:	<b>What do Muslims believe?</b>	<b>What does it mean to be part of a Jewish family?</b>
	Key vocabulary list:	Muslim, belief, one God, Allah, Muhammad, Qur'an, prophets, worship, Mosque, 5 Pillars of Islam, Mecca, Ramadan, Eid	Judaism, Jews, beliefs, values, family, Sabbath, Shabbat, holy, sacred, Passover, prayers, rituals, Torah, blessings
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> <li>1. To develop a knowledge and understanding of the importance of God in Islam.</li> <li>2. To enquire into and learn about the religion of Islam and the life of a Muslim believer.</li> <li>3. To enable pupils to ask questions about the beliefs and practices of Islam.</li> <li>4. To consider the importance of the 99 names given to Allah and how these reflect the beliefs about God in Islam.</li> <li>5. To reflect on some of the qualities of God in Islam.</li> <li>6. To enable pupils to discover why there are no images of Allah.</li> </ol>	<ol style="list-style-type: none"> <li>1. To enable pupils to reflect on what is valuable and precious to them.</li> <li>2. To recognise some of the similarities and differences between their home and a Jewish home.</li> <li>3. To gain knowledge and understanding of Jewish practice and family life.</li> <li>4. To conduct an enquiry into the importance of the mezuzah in a Jewish home and how it reminds people about God.</li> <li>5. To be able to name and describe a religious artefact.</li> <li>6. To enable the pupils to conduct an enquiry into the celebration of Shabbat in a Jewish home.</li> <li>7. To explore why Shabbat is important in Jewish life and worship.</li> <li>8. To ask interesting questions about Jewish life and worship.</li> </ol>
	Key Opportunities:	<ul style="list-style-type: none"> <li>• Wigan Resources</li> <li>• 'My Muslim Faith' by Khadijah Knight</li> <li>• 'I am a Muslim' by Cath Senker</li> <li>• Opening up Islam – RE Today Services</li> <li>• You Tube clip 'I am a Muslim' (<a href="https://www.youtube.com/watch?v=qg3Gs78twqA">https://www.youtube.com/watch?v=qg3Gs78twqA</a>)</li> <li>• NATRE lesson plan – Good learning: Slave set free (Wigan Resources)               <ul style="list-style-type: none"> <li>• Visit to Wigan Mosque</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wigan Resources - Mezuzah Template</li> <li>• NATRE lesson plan – Sharing Shabbat</li> <li>• Opening up Judaism – RE Today Series</li> <li>• Mezuzah and Shabbat resources -Twinkle</li> <li>• Artefacts: BBC Bite size Key stage 1               <ul style="list-style-type: none"> <li>• Visit local synagogue</li> <li>• Jewish visitor to school (<a href="https://tamarsjewishadventures.com/">https://tamarsjewishadventures.com/</a>)</li> </ul> </li> </ul>