

# Understanding of the World (EYFS)

RE (KS1/KS2)

Curriculum Map





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|  | <b>Vocabulary</b>       | Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience, | Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience, | Christmas, Christian, Mary, Joseph, Jesus, Nazareth, Bethlehem, gift, god, church  | Rama and Sita, festival, rangoli patterns, India, Festival of Light, 'row of lighted lamps', Lakshmi, goddess, worship, celebration, Kingdom, exile, Diva lamp, fireworks, gifts, decorating, spring cleaning. | Buddha, the three jewels, the three signs of being, the four noble truths, dukkha, anicca, anatta, dharma, the sangha, reincarnation, karma, enlightenment, nirvana, temple, meditation. | Menorah, prayer, star of David, hanukkah, rabai, wine, salt water, synagogue, torah, bitter herbs, parsley, roasted egg, matzoes, lettuce.   |
|  | <b>Key Facts</b>        | To understand people have different beliefs.  | To understand there are special places and times.   | To know that Christians believe that the son of God was born on Christmas day named Jesus and that he was a gift to us on earth. | To learn about the story of Rama and Sita,   | To learn about another religion or community's way of life and be able to make comparisons to our own and others.  | To understand Judaism beliefs which highlight; <ul style="list-style-type: none"> <li>- The beginning of Judaism 4000 years ago</li> <li>-the ten commandments, artefacts to do with prayer and home</li> <li>- features of a synagogue and role of a Rabbi.</li> <li>-other aspects of Judaism such as the celebration of Passover where children can re-enact the seder meal.</li> </ul> |
|  | <b>Sticky knowledge</b> | To accept people have different beliefs.  | To understand the term belonging means feeling included in a group eg. family, school, friends, clubs<br><br>To know that a wedding is a ceremony when two people become married  | To name different beliefs/practices.   | To learn about how people celebrate and appreciate that everyone has their own beliefs.  | To recognise and appreciate similarities and differences between beliefs and religions.  | To understand Judaism beliefs and compare to other beliefs using appropriate terminology.  |
|  | <b>Suggested Texts</b>  | The Christmas Story: my first nativity book<br>We All Belong  | The Christmas Story – Ian Beck<br>We are Welcome  | A year full of festivals and celebrations<br>Festivals and Celebrations  | Rama and Sita: The Story and Diwali  | My Middle Path<br>Buddhism for Beginners<br>Marley the Mindful Monkey  | Judaism – Izzi Howell<br>Book of World Religions   |

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| Spring | <b>Title and Objectives</b> | <p>Is continuing to develop positive attitudes about the differences between people.</p> <p>EASTER<br/>Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day) Happy and sad times from their own experience.</p>  | <p>Understands some places are special to members of his/her community.</p> <p>Recognises that people have different beliefs and celebrate special times in different ways.</p> <p>Knows some similarities and differences between different religions and cultural communities in this country, drawing on his/her experiences and what has been read in class.</p> <p>EASTER<br/>Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day) Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again</p> |  |  |  |  |
|        | <b>Vocabulary</b>           | <p>Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience,</p> | <p>Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience,</p>   |  |  |  |  |
|        | <b>Key Facts</b>            | <p>To develop positive attitudes about different beliefs.</p>  | <p>Recall similarities/differences between different religions.</p>  |  |  |  |  |
|        | <b>Sticky knowledge</b>     | <p>To understand the meaning of Easter - a Christian festival remembering when Jesus died and came back to</p>   | <p>To understand that faith stories are religious stories eg. Christmas, Hanukkah, Diwali</p>  |  |  |  |  |

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|               |                             | life. Easter eggs are sometimes given.  | To understand the meaning of Easter - a Christian festival remembering when Jesus died and came back to life. Easter eggs are sometimes given.   |   |   |  |   |
|               | <b>Suggested Texts</b>      | The Story of Easter for Kids<br>Easter Bunny and the lost basket  | He is Risen<br>The Magic of Easter   |   |   |  |   |
| <b>Summer</b> | <b>Title and Objectives</b> | <p>Is continuing to develop positive attitudes about the differences between people.</p> <p><b>SPECIAL PLACES AND PEOPLE</b><br/>Places and people special to the children.</p> | <p>Understands some places are special to members of his/her community.</p> <p>Recognises that people have different beliefs and celebrate special times in different ways.</p> <p>Knows some similarities and differences between different religions and cultural communities in this country, drawing on his/her experiences and what has been read in class.</p> <p><b>SPECIAL PLACES AND PEOPLE</b><br/>Places and people special to the children. A local religious place and its leader<br/>What makes places special?<br/>Guided visualisation Special Places in the community<br/>The local religious place, how and why it is special<br/>Important religious people<br/>Important people in own lives</p> | <p><b>Stories- Buddhism</b></p> <p><b>Knowledge</b><br/>Re-tell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.</p> <p><b>Skills</b><br/>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.</p> | <p><b>Lifestyles- Sikhism</b></p> <p><b>Knowledge</b><br/>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p><b>Understanding</b><br/>Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> | <p><b>Fesitvals and celebrations- Ramadan (Islam)</b></p> <p><b>Knowledge</b><br/>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p><b>Skills</b><br/>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.</p> | <p><b>The Bible</b></p> <p><b>Knowledge</b><br/>To look at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. To discuss the different text types used in the Bible and explore a story in greater depth. To apply their learning to consider an item or book that is sacred to them, and reflect on how respect can be shown to things that are sacred to others.</p> <p><b>Skills</b><br/>define what 'sacred' means, ask questions about whether an item is sacred or not, know that the Bible is sacred to Christians, know that the Old Testament is different to the New Testament and begin to explain why, name at least one Bible author and share some facts about them, discuss the different text types in the Bible, retell a Bible story using drama or pictures, consider how Christians study the Bible and why. think about something that is sacred to them and how to be</p> |

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|  |                         |   |   |   |  |   | respectful of things that are sacred to others.  |
|  | <b>Vocabulary</b>       | Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience, | Culture, festival, different religions, church, artefacts, resources, background, lives, volunteer, influential people, christmas, easter, saint, special, party, wedding, birthday, birth, remember, before/after/ present, citizens, friends,different, reflect, belief, relationship, life/death, attitude, diversity, experience, | Buddhism,   | Guru Nanak, founder, 15th Century, 5K's, God, Worship, fellowship, respect, symbolism, baptism, spiritually, ceremony, four commands.  | Islam, muslim, Allah, five pillars of Islam, Prophets, Muhammad, god, holy books, mecca, hajj, the Qur'an, ramadan, eid, fast, mosque, pilgrimage, iman, hijab, burka, prayer, kaaba, crescent moon.            | Sacred, bible, psalms, christians, old testament, new testament, author, respectful, respect, reflect, origins, religions, christianity.   |
|  | <b>Key Facts</b>        | To develop positive attitudes.  | To understand places are special.   | To appreciate other people's beliefs and enjoy stories from other cultures. | To learn about the founder of the religion, to understand the beliefs of Sikhs and how they live their life based on their religion, To understand and learn about the symbology of the 5 K's. To learn the four commandments. | To learn about a different religion, comparing it to others we know. To understand about the festivals, celebrations and the beliefs of islam. How they worship, their rituals and how this is the way of life. | To understand what makes a text sacred, who wrote the bible, stories, songs and psalms, speaking in stories. To understand how christians use the bible and discuss who is sacred to them. |
|  | <b>Sticky knowledge</b> | To understand people have different beliefs.  | To recognise that a symbol – is something that means other things eg. light is a symbol of goodness, hope<br><br>To understand that Sacred means devoted to God or religion. A church is a sacred place. Prayers are a way of showing thanks to God.  | To understand that religions and individuals have their own beliefs.        | To understand that religions and individuals have their own beliefs.<br><br>To understand that something can have a symbolic meaning.  | To understand the way of life for different religions including festivals, celebrations, beliefs, worship and rituals.<br><br>To be able to compare and discuss different religions.                            | To have an in depth understanding of a religions origins, its role and how its is followed around the world. To apply and reflect on their learning.                                       |
|  | <b>Suggested texts</b>  | We are all different and it's amazing!<br>What type of family are we?   | Welcome to our World<br>Different: A great thing to be!<br>My very important world  | Buddhism: traditions  | Let's learn about Ramayana<br>The Story of Diwali  | Getting to know Islam<br>Islam<br>Introducing Islam<br>Islam  | The Lion Kids Bible Comic<br>The Bible Story   |