



# BIG QUESTION: What is special to me and the people in my community? Why is Easter important for Chri

Important people/places/artefacts



Eucharist - wine and yeast free bread (wafer)

The Crucifixion



## Knowledge

- Explain why Easter is so special to Christians
- Analyse the similar and different things Christians do to celebrate Easter
- Evaluate how Easter symbols are used by the different Christians
- Explain what the most important parts of Easter are for a range of Christians and why

## Learning Overview

### Past learning

In KS1 pupils are taught to recall and comprehend knowledge about a range of religions.  
In Year 1 pupils were taught:

- about special occasions and special artefacts in religions e.g. Cross and Christmas

In Year 2 pupils were taught:

- about why holy books are special and stories from within them, learning how these are important to a believer, e.g. the Easter story and stories that Jesus told

In Year 3 pupils were taught:

- about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think

### This unit's learning

In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living.  
In Year 4 pupils will be taught to:

- Explain why Easter is so special to Christians
- Analyse the similar and different things Christians do to celebrate Easter
- Evaluate how Easter symbols are used by the different Christians
- Explain what the most important parts of Easter are for a range of Christians and why

### Future learning

In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living.  
In Year 4 pupils will be taught:

- about marriage traditions in a range of different religions and worldviews

In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.  
In Year 5 pupils are taught about:

- how Christian and Muslim people live their lives trying to follow their founder's example
- what Christians believe about God's character

In Year 6 pupils are taught about:

- how religious leaders in their community are similar and different from each other

## Vocabulary

Easter	An important festival for the Christians. It celebrates the resurrection (rising from the dead) of Jesus.
Eucharist	The Eucharist, also called Holy Communion, the sharing of bread and wine
Holy Week	Holy week is the last week of Lent and the week before Easter Sunday. It is when Christians remember the last week of Jesus' life and is the most important time in the Christian year. There are many church services and processions
Palm Sunday	On Palm Sunday Christians celebrate the Triumphant Entry of Jesus Christ into Jerusalem, the week before his death and resurrection
Procession	An organized body of people advancing in a formal or ceremonial manner
The Last Supper	The Last Supper (also called the Mystical Supper) was the last meal Jesus shared with his Twelve Apostles and disciples before his death

## Skills

### Know about and understand: Making sense of beliefs

- Step 2: Identify beliefs, describe them simply, give examples and suggest meanings
- Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning

### Express and communicate; Understanding the impact

- Step 2: Give examples of what difference it makes to belong to and believe in a religion
- Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship

### Gain and deploy skills: Making connections

- Step 2: Think, talk and ask questions about religion and belief for themselves
- Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life

### Oracy

- Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain
- Ask probing questions
- Draw upon knowledge of the world to support their own viewpoint
- Consider the impact of their words on others when giving feedback