





















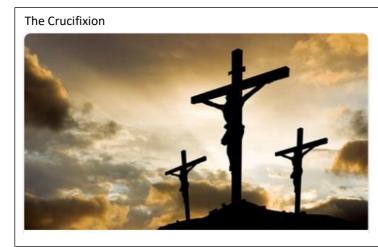
BIG QUESTION: What is special to me and the people in my community? The people in my community? The people in my community? The people in my community?











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

<u>Vocabulary</u>	
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
<u>Skills</u>	

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