



BIG QUESTION: How do beliefs influence actions?

How is Christmas celebrated around the world?



Knowledge

Suggest reasons for some of the similarities and differences between Matthew and Luke's account of the birth of Jesus

Suggest reasons for the impact of the coming of Jesus in a Christian person's life

Apply important messages from the original Christmas story to a modern-day situation

Link to learning

Past learning

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

In Year 2 pupils were taught: about why holy books are special and stories from within them and how they affect how people live their lives
In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living.

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

In Year 4 pupils were taught: about worship within the home and places of worship

This unit's learning

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 will be taught to: Suggest reasons for some of the similarities and differences between Matthew and Luke's account of the birth of Jesus

- Suggest reasons for the impact of the coming of Jesus in a Christian person's life
- Apply important messages from the original Christmas story to a modern-day situation

Future learning

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 Christians and Muslim people live their lives trying to follow their founder's example

- about what different religions believe about God, e.g. within Christianity
- In Year 6 pupils are taught about: how religious leaders in their community are similar and different from each other
- how Muslims and Christians are influenced by their religion, specifically, how actions are influenced by beliefs
- about the festival of Easter

Vocabulary

Advent	Advent is a term from the Latin term Adventus which means arrival. Advent is a time of waiting for the arrival of Christmas, the coming of Jesus to earth when he was born as a baby at Bethlehem.
Baboushka	Baboushka One of the most famous things about Christmas in Russia, to people in western Europe and the USA, is the story of Babushka. Babushka means Grand Mother in Russian. It tells the story of an old woman who met the Wise men on their way to see Jesus.
Christingle	A Christingle is a symbolic object, used in the Advent services of many Christian denominations. Christingle means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World".
Epiphany	Epiphany In many countries Epiphany (when it is said the Three Kings arrived to see the baby Jesus) is celebrated by the giving of gifts to children.
Gospels	The first four books in the New Testament are called the Gospels. Their titles are Matthew, Mark, Luke and John. The main message of these books is Jesus and what He did here on earth and what He said.
Priest	An ordained minister of the Catholic, Orthodox, or Anglican Church.
The Old and New Testament	The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith, The New Testament books were written by Christians in the first century AD.

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
- Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas

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
- Step 4: Use evidence and examples to show how and why beliefs make a difference to life

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
- Step 4: Connect their own reflections and views to the religions and beliefs and worldviews they study, developing insights

Oracy

- Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given)
- Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk
- Draw upon knowledge of the world to support their own point of view and explore different perspectives
- Ask probing questions and adjust subsequent questions based on the audience
- Listen with intent