

R.E Progression of Skills - Year 4



Wigan Agreed Syllabus (SACRE):		
<u>Year 4 Areas of Study:</u>		<u>R.E Enquiry</u>
<p>Autumn 1: Can religious teachings help us decide the best way to live? Autumn 2: How is Christmas celebrated in other cultures? Spring 1: What do creation stories teach us about caring for the world? Spring 2: Why is pilgrimage important to some religious believers? Summer 1: Where, how and why do people pray? Summer 2: How are faith communities represented in Wigan?</p>		<p>As theologians, we are learning to: Autumn 1: To enquire into rules religious and secular and explore the impact they have on a person's everyday life. Autumn 2: To enquire into how Christmas is celebrated around the world. Spring 1: To enquire into creation stories and how they teach believers to care for the world. Spring 2: To enquire into the religious practice of pilgrimage. Summer 1: To enquire into the concept of prayer. Summer 2: To enquire into the nature and character of faith communities represented in Wigan.</p>
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
Autumn 1. Can religious teachings help us decide the best way to live?	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. Look at the nature and function of rules in society today. 2. Identify personal, family, school and community codes for living which influence behaviour. 3. Gain knowledge and understanding of the 10 commandments and how religious believers put them into practice. 4. Reflect and consider some of the consequences of not obeying the rules. 5. Gain knowledge and understanding of religious rules and how they impact on people's lives today. 6. Reflect upon religious rules for living and evaluate their importance. 7. Determine ten rules to live by which could make the world a better place. 8. Explore whether it is ever right to disobey the rules. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religious rules and their impact on people's lives today. • Identify some of the religious rules for living. • Explain the meaning behind some of the 10 commandments. • Use appropriate religious vocabulary correctly in context. • Ask questions about rules and suggest reasons for their importance. • Recall some of the Ten Commandments and explain how people put them into practice today. • Make links between religious rules for living and a believer's daily life. • Identify your neighbours and suggest ways you can show you care for them. Reflect on religious rules for living and give an opinion on which rules show us the best way to live. • Create some rules that will make the world a better place. • Respond to the question: 'You should always obey the rules' Do you agree? Give reasons for your answer.
Autumn 2.	<p>As theologians, we are learning to:</p>	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe the symbolism, practices and beliefs associated with Advent.

<p>How is Christmas celebrated in other cultures?</p>	<ol style="list-style-type: none"> 1. Gain knowledge and understanding of the customs and traditions associated with Christmas in other cultures. 2. Know and understand the term Advent and the customs and traditions associated with it. 3. Describe the symbolism, practices and beliefs associated with Advent. 4. Enquire into the custom of carol singing and explore the connection between carols and the Christmas story. 5. Explain how Christmas customs, help Christians to think about the true meaning of Christmas. 6. Express our own response to the values and beliefs at the heart of different Christmas customs. 7. Explore Christmas from a secular perspective. 	<ul style="list-style-type: none"> • Explain the term Advent means and its importance in the Christian calendar. • Use appropriate religious vocabulary to describe the symbolism of Advent. • Ask questions and suggest reasons for some of the customs and traditions associated with Advent and Christmas. • Make links between the Christmas story and the customs and tradition in other cultures. • Identify some of the different ways Christmas is celebrated around the world. • Enquire into the custom of carol singing and make links with the Christmas story. • To use a different language to either greet each other or sing a carol. • Research the customs and traditions associated with Christmas in other cultures. • Respond to the statement: 'The world has lost the true meaning of Christmas' Do you agree? Give reasons for your answer.
<p>Spring 1.</p> <p>What do creation stories teach us about caring for the world?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To gain knowledge and understanding of the creation stories in different religious traditions and cultures. 2. To reflect on the beauty of the world through music, poetry and imagery. 3. To enable pupils to explain what the creation stories teach us about how people should care for the world and why. 4. To gain knowledge and understanding of secular explanations for the beginning of the world. 5. To enquire into the work of a religious charity looking after the world and how they are putting their beliefs into practice. 6. To explore the concept of stewardship. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Enquire into and describe the main features of creation stories from different religions and cultures. • Identify and make links between the creation stories and how believers care for the world. • Explain the concept of stewardship and give an example from a religious tradition. Use a developing religious vocabulary to describe and explain the creation stories and their teachings. • Ask questions and suggest reasons for the different creation stories and the secular explanations for the beginning of the world. • Reflect on the beauty of the world and give their own response to it. • Recognise the similarities and differences between the creation stories and secular explanations for how the world began. • Describe and explain the impact creation stories have on believers and how they care for the world. • Research the work of a Christian charity caring for the world and make links with the creation stories and their teachings. • Respond to the statement: 'Our world is the most amazing place'. Do you agree? Give reasons for your answer. •

<p>Spring 2.</p> <p>Why is pilgrimage important to some religious believers?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To gain knowledge and understanding of pilgrimages in different religious traditions. 2. To be able to explain what a pilgrimage is and why it is important to believers. 3. To explain the reasons why people, go on pilgrimage and the impact it has on their lives. 4. To describe the main features of the Muslim pilgrimage to Mecca and the symbolism and stories associated with it. 5. To be able to describe the Christian pilgrimage to Lourdes and the symbolism and stories associated with it. 6. To enable pupils to enquire into the importance of the Holy land as a place of pilgrimage for Christians. 7. To enable pupils to express their own thoughts and feelings on commitment, duty and pilgrimage. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe and explain the main features of the Islamic pilgrimage to Mecca and the symbolism and stories associated with it. • Explain the importance of pilgrimage in the religious life of a believer. • Use appropriate religious vocabulary when describing pilgrimages such as Lourdes, Mecca, Hajj, holy land etc. • Identify the main features of the Christian pilgrimage to Lourdes. • Explain some reasons why pilgrimage is important in the lives of believers. • Recall and describe the story behind the pilgrimage to Lourdes. • Enquire into the Christian pilgrimage to the Holy Land, producing a guide to the pilgrimage. • Reflect on and share their thoughts and feelings on the idea of pilgrimage. • Respond to the question – ‘There is no point going on pilgrimage because God is everywhere’. Do you agree? Give reasons for your answer.
<p>Summer 1.</p> <p>Where, how and why do people pray?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To gain knowledge and understanding of prayer in different religious traditions. 2. To explain what prayer is and why it is important to believers. 3. To identify the different styles and forms of prayer. 4. To consider some famous prayers and their meaning. 5. To enable pupils to reflect upon and share their own thoughts and feelings about prayer. 6. To identify and explain the symbolism behind how people pray. 7. To identify different aids to prayer and say how they are used. 8. To give pupils the opportunity to write their own prayer or poem. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Explain what prayer is and why it is important in different religious traditions. • Use appropriate religious vocabulary such as prayer, tallit, tefillin, rosary beads etc. • Ask questions and suggest reasons for why and how people pray to God. • Recall some famous prayers and their meanings. • Make links by comparing and contrasting prayer as practised in different religious traditions. • Identify different types and styles of prayer. • Reflect and share their own thoughts and feelings about prayer. • Describe and explain some different aids to prayer and how they are used. • Apply their learning by writing a prayer or designing a prayer room suitable for prayer in different faith traditions. • Respond to the statement: ‘God always answer prayers’ Do you agree? Give reasons for your answer.

<p>Summer 2.</p> <p>How are faith communities represented in Wigan?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To conduct an enquiry into the nature and diversity of religion in the Wigan area. 2. To identify religious activities and communities in Wigan. 3. To research a religious community or group represented in Wigan, finding out about their work and how they practise their faith. 4. To be given the opportunity to meet people from a faith community in Wigan and to visit a faith community in Wigan. 5. To reflect on the value of respect and consider how we treat people who are different from ourselves in our community. 6. To design a charter stating how we would show respect for all people within our community. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Use appropriate religious vocabulary when referring to faith communities represented in Wigan. • Investigate religion in the local area and produce a report or give a presentation to the class. • Ask interesting and imaginative questions when conducting an interview with a member of a faith community or visiting a local religious community. • Demonstrate knowledge and understanding of faith communities in Wigan. • Explain the impact of religion on people’s lives. • Explain the diversity of religions represented in the community. • Ask thoughtful enquiry based questions about faith communities in the local area. Develop religious literacy through discussion about religious issues. • Produce a bar chart representing religious diversity in the Wigan area.
<p><u>As spiritual theologians we are learning to:</u></p> <p><u>Autumn 1:</u> Explore the importance in religious traditions of rules that are sacred and come from God.</p> <p><u>Autumn 2:</u> Express their own response to Christmas through art, carols and music.</p> <p><u>Spring 1:</u> Enable pupils to reflect on the awe and wonder of the world through music, poetry and imagery.</p> <p><u>Spring 2:</u> Reflect on the spiritual strength that pilgrimage gives believers.</p> <p><u>Summer 1:</u> Explore and reflect on the pupils own experience of prayer.</p> <p><u>Summer 2:</u> Explore the spirituality of others through meeting or visiting members of faith communities.</p>		<p><u>As moral theologians we are learning to:</u></p> <p><u>Autumn 1:</u> Consider the rights and wrongs of obeying rules and the consequences for themselves and others.</p> <p><u>Autumn 2:</u> Consider the values and beliefs at the heart of different Christmas customs.</p> <p><u>Spring 1:</u> Discuss the moral responsibility of looking after the world.</p> <p><u>Spring 2:</u> Reflect on the idea of commitment in their own lives and the lives of others.</p> <p><u>Summer 1:</u> Consider the morality of people’s prayers.</p> <p><u>Summer 2:</u> Consider the rights and wrongs of how we treat people in our community.</p>

As social theologians we are learning to:

Autumn 1: Evaluate the impact of rules from religion and belief on a person's daily life.

Autumn 2: Enquire into how Christmas is celebrated in different communities.

Spring 1: Explore the concept of stewardship within a faith community.

Spring 2: Consider the idea of how a pilgrimage brings a religious community together.

Summer 1: Explore the practice and function of prayer in different religious traditions.

Summer 2: Explore faith communities within the Wigan area.

As cultural theologians we are learning to:

Autumn 1: Enquire into the codes for living in different religious traditions.

Autumn 2: Enquire into the celebration of Christmas in different cultures around the world.

Spring 1: Enquire into stories of creation in different religious traditions and cultures.

Spring 2: Research into and gain knowledge and understanding of pilgrimage in different faith traditions and cultures.

Summer 1: Explore how prayer is used in different cultures and religious traditions

Summer 2: Enquire into the culture and distinctive features represented by faith communities in Wigan.