



Religion and Worldviews

2024-2025 Summary

Subject Leader: Kerenza Burnett

1. Prior knowledge check

2. Introducing new vocabulary

3. Making sense of beliefs

4. Understanding the impact

5. Making connections

6. End of unit assessment checkpoint

Autumn 1



What does it mean to belong to a faith community?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain what different communities say about loving others.

LO: I can identify similarities and difference between celebrations for different religions.

LO: I can explain how people show they belong to a community and why this is important to them.

Anchor task : answering the key question.

Autumn 2



What do Christians believe made the world?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the creation story and explain what it teaches Christians about God.

LO: I can describe how Christians show that they are thankful to God for creation.

LO: I can explain my thoughts about the natural world and link this to the Creation story.

Anchor task: answering the key question.

Spring 1



What do Christians believe God is like?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the parable of the Lost Son and explain what this teaches Christians.

LO: I can describe how Christians show their belief that God is loving and forgiving.

LO: I can explain if the concept of forgiveness is important for everyone or only for Christians.

Anchor task - answering the key question.

Spring 2



What is Shabbat and why is it important to Jewish people?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can identify which story from the Torah is remembered on Shabbat.

LO: I can describe three things that Jewish people do on Shabbat.

LO: I can describe moments when I say thank you and compare this with Jewish people.

Anchor task : answering the key question.

Summer 1



Why are stories important to Jewish people and how are they used in celebrations?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can describe stories that are important to Jewish people.

LO: I can explain how Jewish people celebrate Hanukkah.

LO: I can compare celebrations that are important to me with Jewish celebrations.

Anchor task: answering the key question.

Summer 2



How should we care for others (and the world) and why is this important?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain what religious stories teach people about caring for others and the world.

LO: I can describe how people care for others and the world.

LO: I can explain why it is important for everyone to look after each other and the world.

Anchor task : answering the key question.

1. Prior knowledge check

2. Introducing new vocabulary

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6. End of unit assessment checkpoint

Autumn 1



What do Muslims believe about God and the Prophet Muhammad?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can identify what Muslims believe about God and the Prophet Muhammad.

LO: I can describe how Muslims use the Shahadah to show what is important to them.

LO: I can explain if concepts such as respect and self-control are important for everyone or just for Muslims.

Anchor task : answering the key question.

Autumn 2



Why is Christmas important to Christians?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the Christmas story and explain why it's important to Christians.

LO: I can explain how the Christmas story influences Christians' actions at Christmas.

LO: I can explain what I am thankful for and compare this with Christians.

Anchor task: answering the key question.

Spring 1



How do stories and beliefs impact Muslims' actions?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain what the story of the 'Night of Power' teaches Muslims.

LO: I can describe how Muslims put their beliefs into action.

LO: I can compare Muslim values and beliefs with those of others.

Anchor task - answering the key question.

Spring 2



Why is Easter important to Christians?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain how the Easter story links to salvation.

LO: I can describe how Christians show their beliefs through church worship at Easter.

LO: I can discuss different emotions that people feel about the Easter story, including my own.

Anchor task : answering the key question.

Summer 1



What is the good news that Christians believe Jesus brings?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain how Jesus was a friend to the friendless.

LO: I can explain how Christians put Jesus' teaching about friendship and forgiveness into practice.

LO: I can describe where different people feel part of a community and experience peace.

Anchor task: answering the key question.

Summer 2



What makes some people and places in Cornwall special to believers?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can identify sacred places in Cornwall and explain why they are important.

LO: I can identify a Cornish Saint and explain how they are celebrated.

LO: I can compare sacred places in Cornwall with places that are special to me.

Anchor task : answering the key question.

1. Prior knowledge check

2. Introducing new vocabulary

3. Making sense of beliefs

4. Understanding the impact

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6. End of unit assessment checkpoint

Autumn 1



What do Christians learn from the Creation story?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the story of Creation and 'The Fall'.

LO: I can describe what Christians do because they believe God is the creator.

LO: I can suggest what might be important in the Creation story for Christians and people with worldviews.

Anchor task : answering the key question.

Autumn 2



How do festivals and family life show what is important to Jewish people?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the Exodus story and explain why it is important to Jewish people.

LO: I can explain how Jews show their beliefs through worship (at home and in the community).

LO: I can explain whether key Jewish concepts (forgiveness and compassion) are important for everyone.

Anchor task: answering the key question.

Spring 1



What is it like for Christians to follow God?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the story of Noah and explain what this shows Christians about God.

LO: I can explain how promises that Christians make link to the story of Noah.

LO: I can explain how the story of Noah could be linked to how we live in school and the wider world.

Anchor task - answering the key question.

Spring 2



How do festivals and worship show what is important for Muslims?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain how Muslims' beliefs about God are reflected in their actions.

LO: I can describe how Muslims worship God through festivals.

LO: I can explain whether values of submission and forgiveness are important for everyone.

Anchor task : answering the key question.

Summer 1



What kind of world did Jesus want?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain the impact of Jesus' teaching on Christians today.

LO: I can explain how a church leader follows Jesus' teaching in different ways.

LO: I can compare the world that Jesus wants with the world I would like to live in.

Anchor task: answering the key question.

Summer 2



How and why do people try to make the world a better place?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain why people try and make the world a better place.

LO: I can identify how people try and make the world a better place.

LO: I can compare my own beliefs with religious ideas and worldviews.

Anchor task : answering the key question.

1. Prior knowledge check

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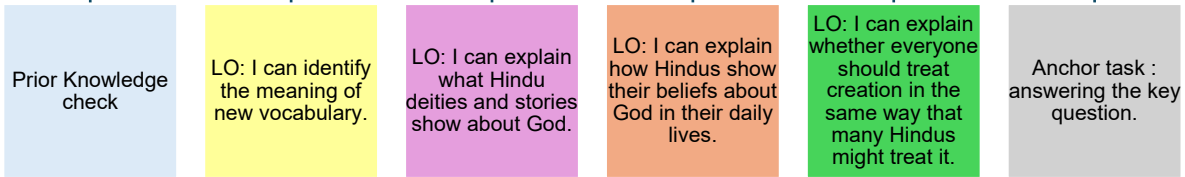
5. Making connections

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Autumn 1



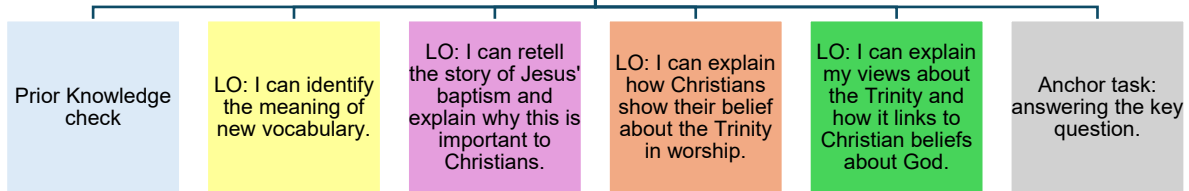
What do Hindus believe about God?



Autumn 2



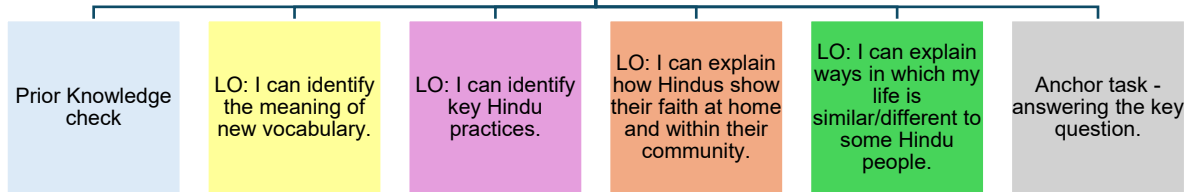
What is the Trinity and why is it important to Christians?



Spring 1



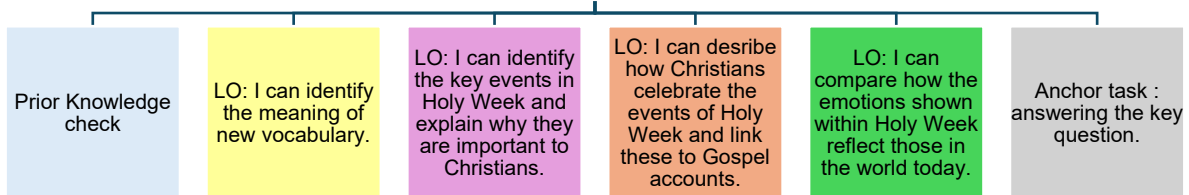
How do Hindus demonstrate their faith through their actions?



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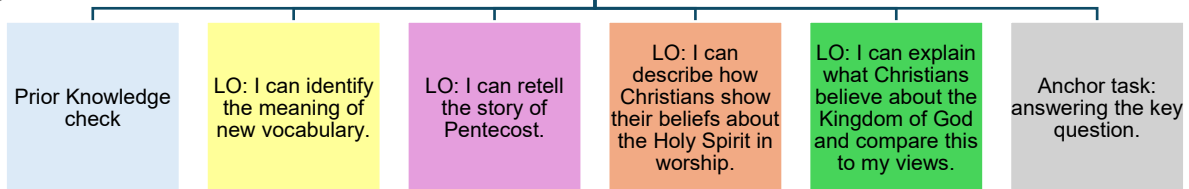
Why do Christians call the day that Jesus died 'Good' Friday?



Summer 1



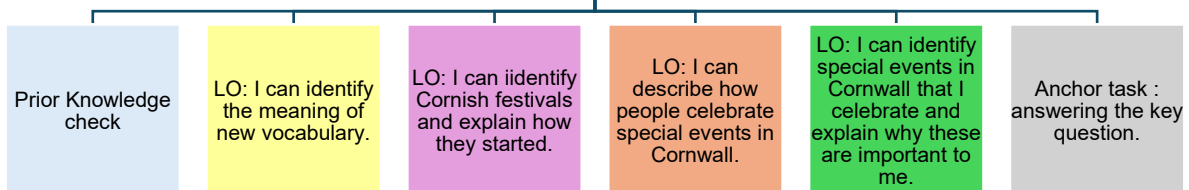
What was the impact of Pentecost for Christians?



Summer 2



How do people celebrate special events in Cornwall and why are these important?



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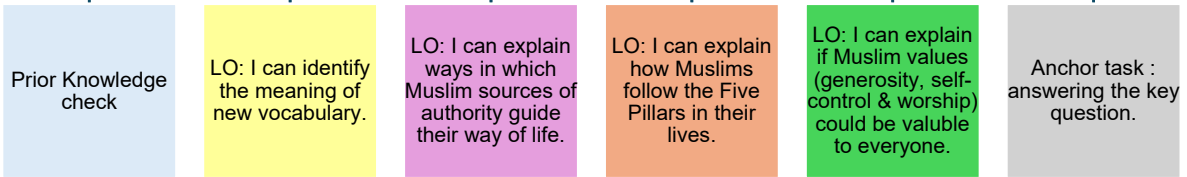
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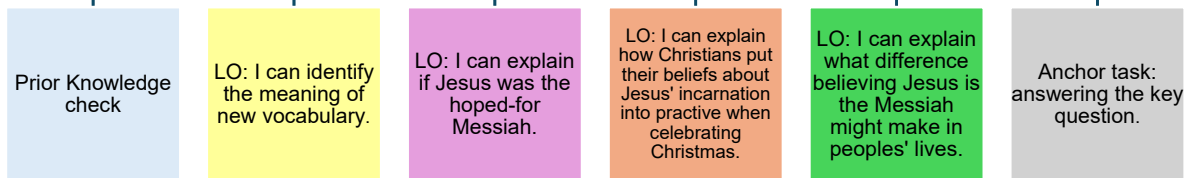
How do the five pillars guide Muslims in their life?



Autumn 2



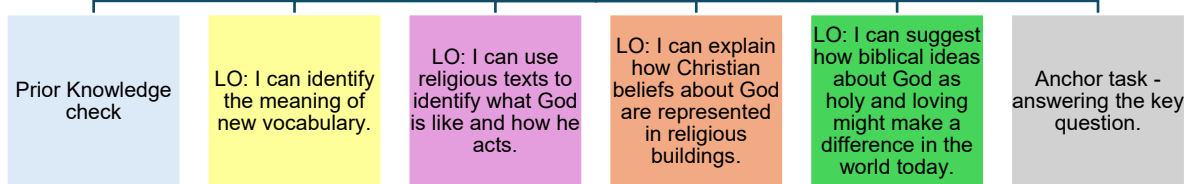
Why do Christians believe Jesus was the Messiah?



Spring 1



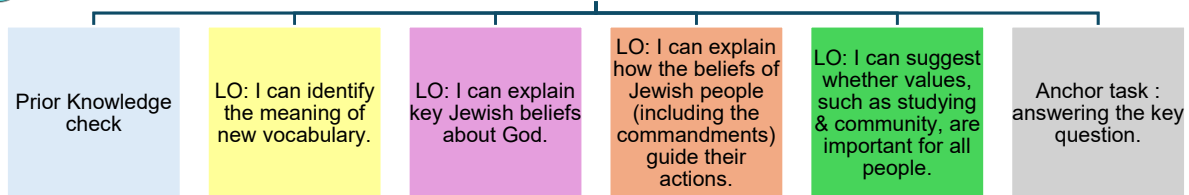
Why do Christians believe God is holy and loving?



Spring 2



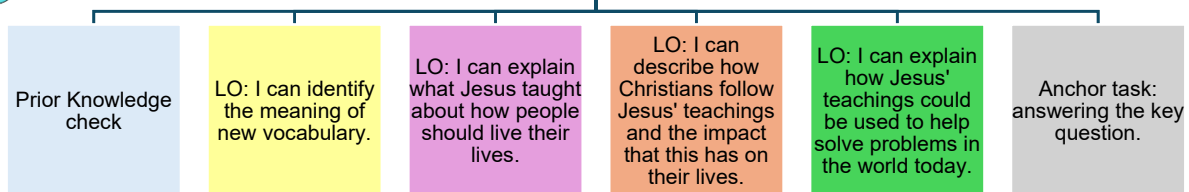
Why is the Torah so important to Jewish people?



Summer 1



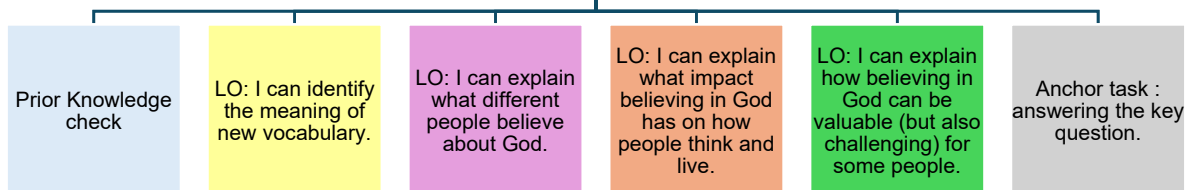
How do the teachings of Jesus guide Christians in their lives today?



Summer 2



Why do some people believe in God and others do not?



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Autumn 1



What is a Hindus' duty in life and why is this important?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can retell the story of The Man in the Well and explain how it relates to Hindu beliefs.

LO: I can desexplain what actions a Hindu person might do at different stages of their life because of their dharma.

LO: I can explain what impact belief in karma and dharma might have on individuals and the world.

Anchor task : answering the key question.

Autumn 2



What do Hindus want to be good?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain who Gandhi was and what he believed in.

LO: I can explain how Hindu beliefs shape the way that they live their lives.

LO: I can explain how following values such as duty might be important to everyone.

Anchor task: answering the key question.

Spring 1



Creation & Science - conflict or complimentary?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can compare scientific and religious views on how creation began.

LO: I can explain why some Christians believe that science and faith are complimentary to each other.

LO: I can explain how ideas about creation in both scientific and religious accounts can be viewed as inspiring.

Anchor task - answering the key question.

Spring 2



Why is Jesus' sacrifice important to Christians?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain what Christians mean when they say Jesus' death was a sacrifice.

LO: I can explain why Jesus' sacrifice is important to Christians and how they show this through their actions.

LO: I can explain if the concept of sacrifice is a good idea to make the world a better place.

Anchor task : answering the key question.

Summer 1



What kind of king is Jesus and why is the Kingdom of God important to Christians?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain what scriptures teach Christians about the Kingdom of God.

LO: I can describe how Christians put their beliefs about the Kingdom of God into practice.

LO: I can suggest what the world could learn from Christian ideas about the Kingdom of God.

Anchor task: answering the key question.

Summer 2



How does faith help people in Cornwall when life gets hard?

Prior Knowledge check

LO: I can identify the meaning of new vocabulary.

LO: I can explain how religion can help people in Cornwall when life gets difficult.

LO: I can explain how people try and make a difference in their community.

LO: I can describe places in Cornwall that offer a sense of refuge to people in difficult times.

Anchor task : answering the key question.