

Year 1

Year 1 Autumn 1 - Thanking		
Concept	Thanking Key Question: Why is it important for Jews to build a Sukkah to thank God at Sukkot? Why is it important for Christians to show their thanks to God at Harvest? Concept Group A Concepts common to all people	
Context	Harvest and Sukkot	
Tradition	Christian and Hindu	
Milestone at the end of year 1: At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced. At Apply: Children can recognise their responses relate to events in their own lives. At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • Thanking is expressing gratitude to someone for something. • Thanking can be done through words, gestures and gifts. • Harvest Festival is generally held in September or October in the UK and is a celebration of the harvest and food grown on the land (revisit from Year R) • Christians celebrate Harvest because they are thankful to God for the crops grown and safely harvested. Christians thank God for the food during harvest. Christians believe God made the world and everything in it. At harvest-time, the sharing of food helps Christians to remember that all gifts come from God and giving is a way to say thank you to God in a practical way whilst remembering that He commanded all people to love and care for others. (Revisit from Year R) • Sukkot is a festival in the Jewish calendar (usually falling in September/October) which last for 7 days and is a time for celebration and rejoicing of God's protection and thanksgiving of the harvest. • A Sukkah is a temporary hut built from many materials and is decorated with fruit, flowers and nuts. It is where Jewish families spend time throughout the festival of Sukkot. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... talking about thanking in relation to their own experience. • At Apply ... identifying how thanking applies to their own lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... identify and talk about thanking. • At contextualise... recognise ways that Christians and Jews show thanks at Harvest and Sukkot. • At evaluate... talk about the importance of thanking God to Christians at Harvest and Jews at Sukkot.
Vocabulary	Thanking, thankful, pleased, happy, proud, grateful, pleased, appreciate, Christian, Jew, Jewish, Sukkot, Sukkat, God, Harvest Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	



<p>Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.</p>	<p>Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.</p> <p>Moral: interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p>Enrichment & wider development</p>	<ul style="list-style-type: none"> - Visit from a local church for a Harvest festival assembly - Bringing in their own food to give to the local food bank



Year 1 Autumn 2 – Journey's End

Concept	Concept: Journey's end Key Question: Why is Jesus being the focus of the journey's end important to Christians? Concept Group A Concepts common to all people	
Context	The Nativity Journey	
Tradition	Christian	
Milestone at the end of year 1: At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced. At Apply: Children can recognise their responses relate to events in their own lives. At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • A journey is the act of travelling from one place to another and the journey's end is when the journey finishes. • A journey can cause a range of different emotions e.g. happy, sad, excited, nervous. • Christians celebrate Christmas because it is the anniversary of Jesus' birth, which is important because Jesus is the son of God. The story of Jesus' birth is called the 'Nativity' story (revisit from Year R autumn 2). • The Nativity's journey's end is important to Christians because Jesus was born (Jesus being the son of God). 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... talk about their own responses to journey's ends relate to their lives. • At Apply... identify how different journey's ends relate to their lives. . 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... identify and talk about different journey's ends. • At Contextualise... Recognise the journey's end of the characters in the Christmas birth narrative. • At Evaluate.. talk about the importance of the journey's end to Christians.
Vocabulary	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	Spiritual: having a sense of enjoyment and fascination in learning about themselves, others and the world around them. Using imagination and creativity in their learning. Moral: developing an ability to understand and appreciate the viewpoints of others. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
Enrichment & wider development	<ul style="list-style-type: none"> - Trip to Colbury church for a Christmas celebration - Nativity play 	



Year 1 Spring 1 - Change

Concept	Concept: Change Key Question: Concept Group A Concepts common to all people	
Context	People Jesus met	
Tradition	Christian	
Milestone at the end of year 1:		
<p>At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced.</p> <p>At Apply: Children can recognise their responses relate to events in their own lives.</p> <p>At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied.</p> <p>At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.</p> <p>Key: Assessment Opportunity</p>		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> - Change is where something becomes different to what it was before. - Change can cause a range of different emotions including: happy, nervous, fear, sadness, excitement. - A story is an account of events, real or made up, told for entertainment (<i>revisit from Year R</i>). - Jesus told many stories to help people learn how to be better people, lots of these stories are recorded in the Bible (<i>revisit from Year R</i>). - Hearing the stories Jesus told can change how people live their lives. - It is important for Christians to hear/read the stories Jesus told, these can be read in the Bible. Some examples are: 'Jairus' daughter' and 'The Blind Man'. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... talk about different types of change in their experience. • At Apply... Identify how their responses to change affect their lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... identify and talk about the meaning of change and different types of change. • At Contextualise... Recognise that Christians believe that Jesus changed some people's lives. • At Evaluate... Talk about why the idea of Jesus being able to change people is important to Christians.
Vocabulary	Change, story, Jesus, lives, important. Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	<p>Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>	





Year 1 Spring 2 - Welcoming

Concept	Concept: Welcoming Key Question: Concept Group A Concepts common to all people	
Context	Easter – Palm Sunday	
Tradition	Christian	
Milestone at the end of year 1:		
<p>At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced.</p> <p>At Apply: Children can recognise their responses relate to events in their own lives.</p> <p>At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied.</p> <p>At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.</p>		
Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • Welcoming means being polite and friendly when someone arrives somewhere. Some examples are: saying 'hello', waving, smiling, asking someone 'how are you?', shaking someone's hand. • Palm Sunday is when Jesus came to Jerusalem for a special festival, he was welcomed into the city by people waving palm branches and calling out nice things, e.g. "God bless the King". • Welcoming/not welcoming people can make people feel different emotions. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... Talk about their ideas of welcoming and how they have felt welcomed. • At Apply... Identify how situations when welcoming is or is not important, or can change to hostility. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... Identify and talk about the concept of welcoming. • At Contextualise... Recognise ways that Christians re-create the welcoming in the story of Palm Sunday. • At Evaluate... Talk about the importance of welcoming in the story of Palm Sunday.
Vocabulary	Welcoming, Palm Sunday, Jesus. Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	<p>Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>	
Enrichment & wider development	Visit to Colbury church for an Easter service.	



Year 1 Summer 1 – Belonging

Concept	Concept: Belonging Key Question: Is it important for Jews to feel like they belong? Concept Group A Concepts common to all people	
Context	Belonging in Judaism	
Tradition	Judaism	
Milestone at the end of year 1: At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced. At Apply: Children can recognise their responses relate to events in their own lives. At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • Belonging is when you feel part of something. • Belonging often means being a member in a group. • Jews feel they belong to the faith by celebrating Shabbat every Friday/Saturday. • Shabbat is the day of rest and celebration, beginning on a Friday night and finishing on the Saturday night. They celebrate by lighting candles, praying and feasting. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate: Talk about their own responses to <i>belonging</i>. • At Apply... Identify how their response to the idea of <i>belonging</i> relates to their own lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... Identify and talk about the concept of <i>belonging</i> • At Contextualise... Recognise how Jewish people show that they <i>belong</i> to the Jewish faith • At Evaluate... Talk about the importance of <i>belonging</i> to Jewish people, and identify an issue raised.
Vocabulary	Belonging, group, Jewish faith, Shabbat, feasting, rest, celebration. Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning. Moral: developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
Enrichment & wider development		



Year 1 Summer 2 - Community

Concept	Concept: Community Key Question: Why is sewa important in the Sikhi faith? Concept Group A Concepts common to all people	
Context	Service (Sewa)	
Tradition	Sikhi	
Milestone at the end of year 1: At Communicate: Children can express creatively their response to their own experiences of the concepts/ words introduced. At Apply: Children can recognise their responses relate to events in their own lives. At Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. At Evaluate: Children can in simple terms recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities. Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • A community is a group of people living in the same place OR people with a characteristic in common. • Lots of people give to their community in different ways, this is usually by helping them. • Sewa is a 'selfless service', which means helping others without being asked or expecting anything in return. • Sewa is part of the Sikhi faith and should be part of their daily routines. • There are different ways we can do this in our own community, even if we don't follow the Sikhi faith: e.g. giving to the food bank, giving to charity, helping older people with things such as gardening or shopping etc. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... Talk about their own experiences of community. • At Apply... Identify how their responses in relation to giving to their community relates to their own lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... Identify and talk about the importance of community within the Sikhi faith • At Contextualise... Recognise how community is represented within the Sikhi tradition of Sewa. • At Evaluate... Talk about the value of community to people who celebrate Sikhi traditions and to themselves.
Vocabulary	Community, Sewa, selfless, service, Sikhi, giving. Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	



