

Year 4

Year 4 Autumn 1 – Good and Evil		
Concept	Good and Evil Key Question: What is the value to Hindus of good overcoming evil? Concept Group A Concepts common to all people	
Context	Divali	
Tradition	Hindu	
Milestone at the end of year 4: <u>At Communicate:</u> Children express creatively as well as describe their response to their own concepts/words introduced. <u>At Apply:</u> Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. <u>At Inquire:</u> Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). <u>At Contextualise:</u> Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). <u>At Evaluate:</u> Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • <i>That good and evil are antonyms (opposites): good actions being in the best interests of the majority and evil being when the majority don't benefit</i> • In the story of Rama and Sita (Ramayana) there are the <i>good (Rama, Sita, Hanuman)</i> and <i>evil (Ravana)</i> characters in the story. • Some parts of the story represent <i>good</i> and which represent <i>evil</i>. • Hindus celebrate Divali and remember <i>good</i> overcoming <i>evil</i> by worship at the shrine, lighting diva lamps (a small tea light), sending cards, decorations, special food. • Celebrating <i>good</i> triumphing over <i>evil</i> is valued by Hindus. • Some examples of <i>good</i> and <i>evil</i> in the world (doing charity work is good and ... is evil) including current issues 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate ...express creatively as well as describe their own response to their own experiences of <i>good</i> and <i>evil</i> • At Apply ... recognise and describe examples of how their responses relate to <i>good</i> and <i>evil</i> events in their own and other people's lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ... accurately describe the concept of <i>good</i> and <i>evil</i> • At Contextualise ...accurately describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Divali • At Evaluate ...discern and describe the value to Hindus of <i>good</i> overcoming <i>evil</i> and discern possible value for their own lives and communities.
Vocabulary	good, evil, Rama, Sita, Ramayana, Ravana, Hindus, Divali, worship, shrine, diva lamps 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: To share 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.	





Year 4 Autumn 2 - Angels

Concept	Concept: Angels Golden Thread: Special Key Question: What is an angel and why are they relevant in the Christmas story? Concept Group B Concepts that are shared by many religions	
Context	Angels	
Tradition	Christian	
Milestone at the end of year 4:		
<p>At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced.</p> <p>At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives.</p> <p>At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step).</p> <p>At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step).</p> <p>At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment).</p>		
Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> Angels are messengers or servants of God in the Christian tradition. The word angel means messenger. Angels are important messengers from God in both the Old Testament and the New Testament. Angels appear in both Matthew and Luke's birth narratives. They appear to Mary and Joseph and the shepherds. They highlight how important the birth of Jesus is and that Jesus is the chosen one, the Messiah who has come to save his people. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate...expressing creatively as well as describe their own responses to the concept angels. At Apply... recognise and describe examples of how their response to angels applies in different situations, in theirs and others' lives. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...accurately describe the meaning of the concept of angels. At Contextualise ... accurately describe how Christians use the concept of angels in the birth of Jesus narrative. At Evaluate ...discern and describe the value of angels by describing their value to Christians and the possible value in their own lives and communities.
Vocabulary	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: To share 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 4 Spring 1 - Devotion

Concept	Concept: Devotion Golden Thread: Love Key Question: How important is it for Hindus to show their devotion in worship? Concept Group A Concepts common to all people	
Context	Hindu Worship	
Tradition	Hindu	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> Devotion can be shown as love, loyalty or enthusiasm for a person or thing. Hindus believe there is one eternal spirit who is called Brahman. Brahman exists in everything. Hindu gods and goddesses have all the different qualities of Brahman. The sacred images of the gods and goddesses are called murtis. Hindus may worship either at home or at the Mandir (place of worship). Hindus may choose one or more gods to worship and show devotion to. The show devotion through arti ceremonies (the waving of lighted lamps before a murtis). These are performed with devotion every morning and evening either at the Mandir or at home in front of a shrine. Gandhi is an example of a Hindu showing devotion. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate ...express creatively and <u>describe</u> their own response to their own experiences of devotion. At Apply ... recognise and describe examples of how <i>devotion</i> can be applied to their own lives and others. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...accurately describe their own and others' ideas about the concept of <i>devotion</i>. At Contextualise ... accurately describe how <i>devotion</i> is contextualised in the Hindu religion. At Evaluate ...discern and describe how important it is for Hindus to show their <i>devotion</i> in worship.
Vocabulary	<i>devotion, Hindu, Brahman, gods, goddesses, murtis, arti ceremonies, Mandir, shrine, worship, puja plate, Gandhi</i>	
	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	



<p>Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.</p>	<p>Spiritual: giving children the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</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>
<p>Enrichment & wider development</p>	



Year 4 Spring 2 - Ritual

Concept	Concept: Ritual Key Question: How do Christians use the Paschal Candle in a ritual? Concept Group B Concepts that are shared by many religions	
Context	Paschal candle	
Tradition	Christian	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> • A ritual is a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony. • Christians use the Paschal Candle in a ritual at Easter time to symbolise the risen Christ. • The Paschal Candle has a cross, the current year and the Greek letters alpha and omega. These show the Christian belief that Jesus is always here. • The candle is also used in Baptism and death rituals to remind Christians about Jesus' resurrection and their belief in life after death. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... express creatively as well as describe their own responses to rituals. • At Apply... recognise and describe examples of how their response to rituals applies in different situations, in theirs and others' lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... accurately describe the meaning of the concept of ritual. • At Contextualise... accurately describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus. • At Evaluate... discern and describe the value of the ritual by describing the value of the ritual to Christians and the possible value for themselves and others.
Vocabulary	Ritual, religious, solemn, Christian, Easter, Christ, Paschal candle, cross, alpha, omega, belief, Baptism, death ritual, Jesus, resurrection, life after death. 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.	





Year 4 Summer 1 - Neighbour

Concept	Concept: Neighbour Golden Thread: Community Key Question: Concept Group A Concepts common to all people	
Context	Good Samaritan	
Tradition	Christian	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> A neighbour is a person living nearby the person being referred to and that in biblical terms it is anyone who needs help or kindness. Jesus often told stories that are called parables. Parables are stories with hidden meanings The parable of the Good Samaritan is in Luke's gospel in the New Testament It tells the story of how the only person to help someone who was beaten and robbed was a Samaritan 2000 years ago, in Judaea, Samaritans were a group of people who were disliked by others This Samaritan still helped someone who would have disliked him Christians use this parable to show them how to behave with all people. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate ... express creatively as well as describe their responses to neighbour. At Apply...recognise and describe how their responses to neighbour can be applied in their own lives and the lives of others. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ... accurately describe the concept of neighbour. At Contextualise ... accurately describe how neighbour is contextualised within Christianity. At Evaluate ... discern and describe the value of neighbour to Christians. Discern and describe the possible value for their own lives and communities.
Vocabulary	neighbour, Jesus, parable, Good Samaritan, Luke's gospel, New Testament, Judaea, Christians	
	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual,	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.	



moral, social and cultural (SMSC) development.	<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	



Year 4 Summer 2 – Water as a symbol

Concept	Concept: Water as a symbol Key Question: What is the value of the symbolic water in the stories and ceremonies of believers? Concept Group B Concepts that are shared by many religions	
Context	Water	
Tradition	Christian and Hindu	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> Know that a symbol is something that stands for or represents something else to people. In Noah’s Ark in the Old Testament water can symbolise different things. In Noah’s Ark and the Flood, God sent a flood but asked Noah to build a boat to rescue all animals by taking two of each kind onto the boat. About God’s wrath directed at the world. Christians welcome new people into their church by washing them in water or pouring water over their head (Baptism). The water is a symbol for a fresh start with all bad things being washed away. Water can be thought to represent or symbolise chaos or destruction in this story and is also a symbol for God washing away sins and bad things. In Hindu stories water can symbolise different things in different parts of the stories Manu and the Fish story- water is a life-giving safe place for Manu but is also dangerous and destructive and people need protecting from it. The story of powerful water goddess Ganga who is angry and destructive but then becomes a calming cleansing river. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate ... express creatively as well as describe their responses to their own experiences to water as a symbol. At Apply ... recognise and describe how their responses relate in their own and other people’s lives with examples of when the symbolic use of water is used/is useful. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ... accurately describe the meaning of symbol. At Contextualise ...accurately describe ways in which water is used as a symbol in religious stories and ceremonies. At Evaluate ... discern and describe the value of water as a symbol in the lives of Christians and Hindus and discern and describe the possible value in their own lives and communities.



Vocabulary	Symbol, symbolise, Christian, Hindu, water, Bible, Old Testament, Noah, ark, flood, Jesus, baptism, Goddess Ganga, Manu 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. Using imagination and creativity in their learning.</p> <p>Moral: developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others.</p> <p>Social: To share 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	

