



**Curriculum Sequence of Knowledge and Skills**

		<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>EYFS</b>	Enquiry area (As set out by the Saffron Walden Curriculum)	Why is the word God so important to Christians? <i>Christian</i>		Why do Christians perform Nativity plays at Christmas? <i>Christian</i>		Why do Christians put a cross in an Easter Garden? <i>Christian</i>	
	Topic	Marvellous Me!	People who help us	Ready, steady, go!	What came first?	Donaldson's animal adventures	Superfoods!
	Links to Prior Learning			R.1 – Why is the word God so important to Christians?		R.1 - Why is the work God so important to Christians? • R.2 - Why do Christians perform Nativity plays at Christmas?	
	Knowledge	<ul style="list-style-type: none"> <li>God is the name Christians use for who they believe created the earth and universe.</li> <li>God is the creator of all things whether good or bad, he is a life giver.</li> <li>The ten commandments are an important part of Christian living and remind Christians they should honour God's name.</li> </ul>		<ul style="list-style-type: none"> <li>The birth of Jesus is known as the nativity and it was an important event for Christians.</li> <li>Christmas is a celebration festival for Christians as it is Jesus's birthday.</li> <li>Jesus shows what God is like and all humans are made in 'God's image'.</li> <li>Every human is precious to God, known and loved by God.</li> </ul>		<ul style="list-style-type: none"> <li>The events of Jesus last week on earth (Holy week).</li> <li>Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him.</li> <li>Easter is a period of time longer than one day.</li> <li>Easter is the most important event in the Christian calendar.</li> <li>Easter is linked to forgiveness, love and sacrifice.</li> </ul>	
	Skills	<p><u>Theology</u></p> <p><b>Where beliefs come from:</b> Give a simple recount of a story used by Christians.</p> <p><b>How beliefs relate to each other:</b> Recognise connections between different Christian beliefs.</p> <p><b>How beliefs shape the way believers see the world and each other:</b> Give an example of how Christian festivals and celebration show their belief in God.</p>					
	Key Vocabulary	<ul style="list-style-type: none"> <li>Creator</li> <li>Universe</li> <li>Honour</li> <li>Help</li> <li>Believe</li> <li>Life</li> <li>Steward</li> <li>God</li> </ul>		<ul style="list-style-type: none"> <li>Bible</li> <li>Celebration</li> <li>Nativity</li> <li>God</li> <li>Christian</li> <li>Precious</li> <li>Image</li> <li>Christmas</li> <li>Gift</li> </ul>		<ul style="list-style-type: none"> <li>Jesus</li> <li>Cross</li> <li>God</li> <li>Easter</li> <li>Sorry</li> <li>Forgiveness</li> <li>Love</li> <li>Sacrifice</li> </ul>	



Year 1	Enquiry area (As set out by the Saffron Walden Curriculum)	What do my senses tell me about the world of religion and belief? <i>Christian, Hindu, Jewish</i>	How does a celebration bring a community together? <i>Muslim, Christian</i>	What do Jewish people remember on Shabbat? <i>Jewish</i>	What does the cross mean to Christians? <i>Christian</i>	How did the universe come to be? <i>Multi/Humanist</i>	
	Topic	We're going on a bear hunt	Courageous Knights and Dangerous dragons	Amazing creatures	Jumbo giants and beautiful beanstalks	Island adventures	Bucket full of memories
	Links to Prior Learning	<ul style="list-style-type: none"> <li>EYFS - Significant events and important celebrations including: Diwali, Christmas &amp; Easter</li> </ul>	<ul style="list-style-type: none"> <li>EYFS – Why do Christians perform Nativity?</li> <li>EYFS – Why do Christians put a Cross in an Easter garden?</li> </ul>	<ul style="list-style-type: none"> <li>Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)</li> <li>Y1 – How does a celebration bring a community together? (Muslim, Christian)</li> </ul>	<ul style="list-style-type: none"> <li>R.1 – Why is the word God so important to Christians?</li> <li>Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu &amp; Jewish)</li> <li>Y1 – What does the cross mean to Christians? (Christian)</li> </ul>	
	Knowledge	<ul style="list-style-type: none"> <li>The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship</li> <li>The worship practice of Hindu Puja</li> <li>Visual art, e.g., Murti / Image of Hindu God</li> <li>Artefacts, e.g., Arti Lamp has five wicks one for each blessing</li> <li>Smell – incense is used as part of Hindu worship at a shrine</li> <li>Taste – food such as fruit is left at the shrine as an offering to the Gods</li> </ul>	<ul style="list-style-type: none"> <li>How Christians celebrate Christmas/Easter.</li> <li>How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.</li> <li>How do these festivals help to bring the religious communities together?</li> </ul>	<ul style="list-style-type: none"> <li>The Jewish story of creation and relate it to observing Shabbat.</li> <li>Jews believe in one God and that He is the creator.</li> <li>Shabbat is celebrated as a weekly tradition for Jewish families.</li> <li>The symbolism of the key artefacts used during Shabbat:                             <ul style="list-style-type: none"> <li>Candles – are lit before</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Easter narrative in the Bible.</li> <li>Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).</li> <li>Christians believe Jesus came back to life (resurrection).</li> <li>Christians believe Easter gives people hope of a new life, now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>The creation stories within Christian and Hindu traditions.</li> <li>Non-religious ideas about the origin of the universe.</li> </ul>	



				<p>Shabbat to create peace in the home.</p> <ul style="list-style-type: none"> <li>- Challah Bread – a special plaited bread to show how Jews love Shabbat.</li> <li>- Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat.</li> <li>• Zemirot – the special songs sung at the table for Shabbat.</li> </ul>		
Skills	<p><b><u>Theology</u></b>  <b>Where beliefs come from:</b> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.  <b>How beliefs relate to each other:</b> Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs.  <b>How beliefs shape the way believers see the world and each other:</b> Give an example of how Jews use beliefs to guide their daily lives.</p> <p><b><u>Philosophy</u></b>  <b>The nature of knowledge, meaning and existence:</b> Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.  <b>How and whether things makesense:</b> Give a simple reason using the word 'because' when talking about religion and belief.  <b>Issues of right and wrong, good and bad:</b> Using religious and belief stories to talk about how beliefs impact on how people behave.</p> <p><b><u>Human and Social science</u></b>  <b>The diverse nature of religion:</b> Recognise that beliefs can have an impact on a believer's daily life, their family or local community.  <b>Diverse ways in which people practice and express beliefs:</b> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.  <b>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</b> Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>					
Key Vocabulary	<ul style="list-style-type: none"> <li>• Sense</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration</li> <li>• Christian</li> </ul>	<ul style="list-style-type: none"> <li>• Jew/ Jewish</li> <li>• Menorah</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Cross</li> </ul>	<ul style="list-style-type: none"> <li>• Brahma</li> <li>• Christian</li> </ul>	



		<ul style="list-style-type: none"> <li>Worship</li> <li>Belief</li> <li>Shrine</li> <li>Mantra</li> <li>Puja</li> <li>Murti</li> </ul>	<ul style="list-style-type: none"> <li>Christmas</li> <li>Community</li> <li>Easter</li> <li>Eid-ul-Adha</li> <li>Eid-ul-Fitr</li> <li>Festival</li> <li>Muslim</li> <li>Religion</li> </ul>	<ul style="list-style-type: none"> <li>Challah Bread</li> <li>Shabbat</li> <li>Judaism</li> <li>Synagogue</li> <li>Creation</li> <li>Kiddush Cup</li> <li>Zemiroth</li> </ul>	<ul style="list-style-type: none"> <li>Crucifixion</li> <li>Jesus</li> <li>Resurrection</li> <li>Salvation</li> </ul>	<ul style="list-style-type: none"> <li>Hindu</li> <li>Creation</li> <li>Origin</li> <li>Universe</li> <li>Vishnu</li> <li>God</li> </ul>	
<b>Year 2</b>	Enquiry area (As set out by the Saffron Walden Curriculum)	Why is light an important symbol for Christians, Jews and Hindus? <i>Christian, Jewish, Hindu faith</i>	What does the nativity story teach Christians about Jesus? <i>Christian faith</i>	How do Christians belong to their faith family? <i>Christian faith</i>	How do Jewish people celebrate Passover? <i>Jewish faith</i>	How do Jewish people celebrate Passover? <i>Jewish faith</i>	Why do people have different views about the idea of God? <i>Multi/Humanist</i>
	Topic	Around the world in 80 days!	London's Burning	Off to Kenya!	Our world our future	Fly me to the Moon	Journey to the rainforest
	Links to Prior Learning	<ul style="list-style-type: none"> <li>EYFS – Why do Christians perform the Nativity at Christmas?</li> <li>Y1 – What do my senses tell me about the world of religion &amp; belief? (Christian, Hindu, Jewish)</li> <li>Y1 – What do Jewish people remember on Shabbat?</li> </ul>	<ul style="list-style-type: none"> <li>EYFS – Why do Christians perform the Nativity at Christmas?</li> <li>Y1 – What do my senses tell me about the world of religion &amp; belief? (Christian, Hindu, Jewish)</li> <li>Y1 – What do Jewish people remember on Shabbat?</li> <li>Y2 – Why is light an important symbol for Christians, Jews &amp; Hindus? (Christian, Hindu, Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>Y1 – How does a celebration bring a community together? (Muslim / Christian)</li> <li>Y1 – What does the cross mean to Christians? (Christian)</li> <li>Y2 – Why is light an important symbol for Christians, Jews &amp; Hindus? (Christian/ Jewish / Hindu)</li> </ul>	<ul style="list-style-type: none"> <li>Y1 – What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)</li> <li>Y1 – How does a celebration bring a community together? (Muslim, Christian)</li> <li>Y1 – What do Jewish people remember on Shabbat? (Jewish)</li> <li>Y2 – Why is light an important symbol for Christians, Jews &amp; Hindus? (Christian, Jewish, Hindu)</li> </ul>	<ul style="list-style-type: none"> <li>R1 – Why is the word God so important to Christians?</li> <li>Y1 – What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)</li> <li>Y1 – How did the universe come to be? (Hindu, Christian)</li> <li>Y2 – Why is light an important symbol for Christians, Jews and Hindus?</li> <li>Y2 - What does the nativity story teach Christians about Jesus?</li> </ul>	



						<ul style="list-style-type: none"> <li>• Y2 - How do Christians belong to their faith family?</li> <li>• Y2 - How do Jewish people celebrate Passover?</li> <li>•</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• The Christian belief that Jesus is the Light of The World (John 8:12)</li> <li>• How the Diwali story reflects Hindu beliefs about good and evil.</li> <li>• How the Hanukkah story reflects Jewish beliefs about God as provider.</li> <li>• The symbolic meaning of lighting the Shabbat Candle.</li> </ul>	<ul style="list-style-type: none"> <li>• The Christian belief that God became human in Jesus.</li> <li>• The Nativity narratives are in the books of Luke and Matthew in the Bible.</li> <li>• How incarnation and salvation relate to one another for Christians.</li> <li>• Jesus is an important and historical figure to Christians.</li> <li>• Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving</li> </ul>	<ul style="list-style-type: none"> <li>• How Christenings and baptisms show Christians belong to their faith families.</li> <li>• How artifacts are used to show Christians belong to their faith families.</li> <li>• The use of light and water in both infant and adult baptisms.</li> <li>• Different symbols that show belonging.</li> <li>• The church is a group of people and not just a building.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the Seder meal.</li> <li>• The story of Passover in the context of Exodus.</li> <li>• Symbolism of each part of the Seder plate.</li> <li>• Jewish family traditions related to Passover.</li> <li>• The importance of Moses within Judaism.</li> </ul>	<ul style="list-style-type: none"> <li>• The word 'God' is a name.</li> <li>• The key beliefs about God from at least two different religions/worldviews.</li> <li>• How a person's behaviour is connected to their view of God.</li> </ul>	
Skills	<p><b><u>Theology</u></b>  <b>Where beliefs come from:</b> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.  <b>How beliefs relate to each other:</b> Recognise that some beliefs connect together and begin to talk about these connections.  <b>How beliefs shape the way believers see the world and each other:</b> Give different examples of how beliefs influence daily life.</p> <p><b><u>Philosophy</u></b>  <b>The nature of knowledge, meaning and existence:</b> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something.  <b>How and whether things make sense:</b> Give a reason to say why someone might hold a particular belief using the word 'because'.  <b>Issues of right and wrong, good and bad:</b> Using religious and belief stories, make connections between peoples' beliefs about right and wrong</p>					



	and their actions. <b>Human and Social science</b> <b>The diverse nature of religion:</b> Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. <b>Diverse ways in which people practice and express beliefs:</b> Identify evidence of religion and belief especially in the local area. <b>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:</b> Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.				
Key Vocabulary	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Menorah</li> <li>• Worship</li> <li>• Hannukah</li> <li>• Shabbat</li> <li>• Symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas</li> <li>• Jesus</li> <li>• Tradition</li> <li>• Nativity</li> <li>• Thankfulness</li> <li>• Advent</li> <li>• Incarnation</li> <li>• Salvation</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Christening</li> <li>• Baptism</li> <li>• Belonging</li> <li>• Faith</li> <li>• Font</li> <li>• Prayers</li> <li>• Symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Passover</li> <li>• Pesach</li> <li>• Seder plate</li> <li>• Matzah bread</li> <li>• Exodus</li> <li>• Celebration</li> <li>• Festival</li> <li>• Haggadah</li> </ul>	<ul style="list-style-type: none"> <li>• God</li> <li>• Atheist</li> <li>• Humanist</li> <li>• Agnostic</li> <li>• Brahman</li> <li>• Allah</li> <li>• Theist</li> </ul>