

Year 5

Year 5 Autumn 1 - Belonging

Concept	Concept: Belonging (Golden Thread) Key Question: What is the value of belonging in the lives of Muslims? Concept Group A Concepts common to all people	
Context	Divali	
Tradition	Islam	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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>Belonging is a feeling that you are part of a group and are connected to others</i> • There are 5 pillars of Islam • The first pillar is Shahada: <ul style="list-style-type: none"> ○ Shahada is the declaration of faith ○ To be a Muslim an individual must believe the declaration which is :<i>“There is no God but Allah and Mohammed (pbuh) is his prophet.”</i> • Sharing this common belief makes them feel they <i>belong</i> together and is central to their lives. • The second pillar is Salat: <ul style="list-style-type: none"> ○ Salat is prayer. It is the way in which Muslims communicate with and worship Allah. It is a duty for a Muslim to pray 5 times a day. ○ A prayer mat is used and that it helps to create a sense of belonging 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate...<i>begin to express creatively as well as begin to explain their own experiences of belonging.</i> • At Apply... begin to explain with examples of how their responses relate to events in their own and other people’s lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ... begin to accurately explain what it means to <i>belong</i> in the Muslim tradition • At Contextualise ... begin to accurately explain the way <i>belonging</i> impacts the lives of Muslims with examples • At Evaluate ...begin to discern the value of <i>belonging</i> in the lives of Muslims and studied, as well as recognising some of the issues this might raise and begin to discern possible value of <i>belonging</i> for their own lives and communities
Vocabulary	belonging, Christian, Islam , Muslim, Qu’ran , Pillars of Islam, Shahada , Hajj, Zakat, Allah, God, prophet, Salat (Muslim prayer) , prayer mat, Mohammed (pbuh), Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting	Spiritual: opportunities for reflection about their own lives and those of others.	



<p>children's spiritual, moral, social and cultural (SMSC) development.</p>	<p>Moral: discussion about the times when they have not included others and what that feels like.</p> <p>Social: Seeing the value of <i>belonging</i> to a community and being with others.</p> <p>Cultural: appreciating the variety of communities across the country that may be similar or different to their own.</p>
<p>Enrichment & wider development</p>	



Year 5 Autumn 2 - Warning

Concept	Concept: Warning Key Question: Concept Group A Concepts common to all people	
Context	Christmas: The Magi and their gifts	
Tradition	Christian	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people's lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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"> Warning means giving notice of good or bad things that may happen in the future. The Magi in the Nativity story were wise people who looked at signs and interpreted them. The Magi warned people of good or bad things to come. The Magi gave a gift of gold to show Jesus would be a king. The Magi gave a gift of frankincense to show Jesus would be worshipped as the son of God. The Magi gave a gift myrrh to warn of his death. We do not know how many Magi came to visit Jesus. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate...respond creatively as well as begin to explain the concept of warning. At Apply ...begin to explain some examples of how warning might affect their own lives or the lives of others. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire... accurately begin to explain the meaning of the term warning. At Contextualise ... begin to accurately explain how warning is significant within the story of the gifts of the Magi. At Evaluate ...begin to discern the value of the gifts of the Magi and if they were different what that would mean.
Vocabulary	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings and values. Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. 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 5 Spring 1 - God

Concept	Concept: God Key Question: How do different people describe God? Concept Group B Concepts that are shared by many religions	
Context	God talk	
Tradition	Christian and Muslim	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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>God</i>, although perceived in different ways across different religions, is generally believed to be a supreme being, often the creator of the world and is worshipped. • Christians will often talk about God as Father in their hymns and prayers, eg the Our Father prayer. • Christians show God as omnipotent: all powerful (in the story of Moses and the burning bush) • Christians show God as omniscient: all knowing (in the story of Daniel). • Christians show God as omnipresent: all seeing (in the Our Father prayer). • Christians believe in God as Trinity – God the Father, God the Son (for example when John baptised Jesus which shows this) and God the Holy Spirit (when the Spirit was given to the disciples after Jesus’ death). • In the Muslim traditions, Muslims refer to the 99 beautiful names of Allah, which reveal many of God’s characteristics. • Muslims use tasbeih beads to help them recite the 99 beautiful names of Allah. • Why learning to recite 99 beautiful names of Allah is important to Muslims. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate ...respond creatively as well as begin to explain their own responses to the concept God. • At Apply ...begin to explain some examples of how their responses can be applied to their own and others’ lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ...begin to accurately explain a variety of ideas about the concept of God. • At Contextualise ...begin to accurately explain how to use the <i>tasbeih</i> and why learning to recite the 99 beautiful names of God is important to Muslims. • At Evaluate ... begin to discern the value of the concept of God for Christian and Muslims believer and the possible value for their own and their communities.



<ul style="list-style-type: none"> • People have different views about God and describe him differently – there is no ONE correct way of describing God, he means different things to different people. • Some people believe in a God and others do not. • People pray to God in different ways and in different places. 		
Vocabulary	God, Our Father, hymns, prayers, pray, omnipotent, omniscient, omnipresent, Trinity: Father, Son and Holy Spirit, Muslim, Allah, tasbih, 99 beautiful names of Allah. 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.	
Enrichment & wider development		



Year 5 Spring 2 - Suffering

Concept	Concept: Suffering Key Question: Is it important for Christians to recognise that Jesus suffered before and during his death? Concept Group A Concepts common to all people	
Context	Easter: Key Events.	
Tradition	Christian	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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"> • Suffering means undergoing pain, distress or hardship. • The sequence of the Easter story. (Holy Week) Last supper, Judas’ betrayal, Jesus dies on the cross (crucifixion), then buried in a tomb but was resurrected by God. • Know that suffering can mean different things to different people in different circumstances-physical and emotional. • Suffering is reflected in the Easter story: physical suffering of Jesus, emotional suffering of his followers and Mary. • Suffering in the story may be significant to Christians e.g. showing believers that he lived a life like theirs with some sadness and some happiness, that suffering can be overcome, that Jesus understands human suffering. • Suffering and response to it may affect theirs and other people’s lives. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate ...express creatively as well as begin to explain their response to their own experiences of suffering. • At Apply...begin to explain some examples of how their responses to suffering relate to events in their own and other people’s lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ... begin to accurately explain the meaning of suffering to Christians in Holy Week. • At Contextualise ... begin to accurately explain the way the suffering of Jesus in the Easter story impacts on Christians. • At Evaluate begin to discern the value of suffering in the lives of Christians as well as recognising some of the issues this might raise. Begin to discern the possible value for their own lives and communities.
Vocabulary	Suffering, Christian, Easter, Holy Week, Last Supper, betrayal, crucifixion, death, resurrection.	
	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children’s spiritual, moral, social and	Spiritual: to use the awe and wonder of art to reflect on the meaning of suffering. To create art themselves to express meaning. Moral: To discuss the way peer pressure influences decisions and emotions. To think of ways to overcome this. Social: Circle time activity sharing group thoughts about their own experiences and empathising with the emotions of others.	



cultural (SMSC) development.	Cultural: To appreciate the musical, artistic heritage of the Christian religion.
Enrichment & wider development	



Year 5 Summer 1 - Umma

Concept	Concept: Umma Golden Thread: Community Key Question: What is the value of Umma to Muslims? Concept C: Concepts distinctive to particular religions	
Context	Hajj and Zakat	
Tradition	Muslim	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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"> • Umma is the worldwide community of Muslims. • There are 5 pillars of Islam. • The 5th pillar is Hajj- the pilgrimage to Makkah the Holy City for Muslims. • For many the pilgrimage is a once in a lifetime experience, but Muslims may participate more than once. • Pilgrims complete a sequence of 5 activities • Zakat is the 3rd pillar of Islam and is the distribution of wealth. • Muslims are required to share 2½ % of their wealth with the poor. • These pillars as well as Shahada and Salat can also help to contribute to a sense of belonging within Umma. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... respond creatively as well begin to explain their response to their own experiences of Umma and to the idea of community. • At Apply ... begin to explain some examples of how their responses about community relate to events in their own and other people’s lives. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ...begin to accurately explain the meaning of Umma for Muslims. • At Contextualise...begin to accurately explain how aspects of Umma impact the lives of Muslims with examples. • At Evaluate...begin to discern the value of Umma in the lives of Muslims as well as recognising some of the issues that might be raised and begin to discern possible value in their lives and communities.
Vocabulary	<i>Umma, community, Hajj, Zakat, Pillars of Islam, pilgrimage, pilgrim, Makkah, Holy City, wealth, Shahada, Salat</i> Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children’s spiritual, moral, social and	Spiritual: Reflection on the many ways people build communities, awe and wonder at the Hajj, interest in other communities. Moral: offer reasoned views about communities.	



cultural (SMSC) development.	Social: to appreciate working as a community of enquiry and seeing the diversity of other communities. Cultural: to appreciate the wide range of influences on society and to accept and respect diversity.
Enrichment & wider development	



Year 5 Summer 2 – Sacred Places

Concept	Concept: Sacred place Key Question: Is it important for believers to feel that a place is sacred? Concept Group B Concepts that are shared by many religions	
Context	Creation Stories	
Tradition	Christian and Hindu	
Milestone at the end of year 6: At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced. At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives. At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step). At Contextualise: Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the contextualise step). At Evaluate: Children can discern 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 in the concepts/words 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"> • Sacred means special or holy in a religion and can be a place, object or ritual. • A sacred place offers a focal point for people from that religion/tradition • Sacred places are places to celebrate, to gather, to eat, to pray, to sing, be together and be alone, as well as other activities • They are a connection to something beyond the everyday life for a believer • Sacred places can be very diverse but each sacred place is important within a religion /tradition • They often contain symbols of ideas of importance in the religion (such as a cross, artwork, calligraphy, light) • Christian sacred places are called churches /chapels/cathedrals • Features of Christian sacred places include altar, lectern, font, pulpit. • Muslim sacred places are called Mosques • Features of mosques include minaret, Mihrab, prayer mats. 	Children will Know why by... <ul style="list-style-type: none"> • At Communicate... respond creatively as well as begin to explain their response to sacred place. • At Apply... begin to explain some examples of how and why people show that a place is sacred to them. 	Children will Know how to ... <ul style="list-style-type: none"> • At Inquire ... begin to accurately explain what sacred means and why a place can be sacred. • At Contextualise... begin to accurately explain the features of a church and a mosque which create a sense of the sacred. • At Evaluate ... begin to discern the value of sacred places for Christians and Muslims and possible value in their own lives and communities.
Vocabulary	Sacred place, Church, focal point, chapel, cathedral, altar, lectern, pulpit, font, Mosque, minaret, Mihrab, prayer mat, symbol, respect.	
	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 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>	

