

Year 6

| Year 6 Autumn 1 - Divine | | |
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| Concept | Concept: Divine Key Question: What is the value of divinity for Christians? Concept Group C Concepts distinctive to particular religions | |
| Context | Miracles of Jesus | |
| 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"> • <i>Divine</i> means someone who is God or like a God • Christians believe that Jesus was the son of God and performed miracles • Christians therefore believe that Jesus was divine • Examples of Jesus' divine powers include walking on water, calming the storm and his resurrection • Christians use these stories from the gospels to show that Jesus was not just human, but Divine with power over nature and life itself | Children will know why by... <ul style="list-style-type: none"> • At Communicate... <i>respond creatively and begin to explain their response to their own experiences of divinity</i> • At Apply... explain some examples of how their responses about <i>divine</i> relate to events in their own and other people's lives. | Children will know how to ... <ul style="list-style-type: none"> • At Inquire ... Accurately explain the meaning of <i>divine</i> • At Contextualise ... accurately explain some of the stories which Christians believe show that Jesus was <i>divine</i> • At Evaluate ... discern the value of <i>divine</i> for Christians and possible value in their own lives and communities |
| Vocabulary | divine, Bible, Jesus, miracle, transfiguration, resurrection, disciples, God 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 in and respect for different people's faiths, feelings and values. 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. | |



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| | 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 6 Autumn 2 - Interpretation

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| Concept | Concept: Interpretation Key Question: What does interpretation mean in the birth narratives? Concept Group A Concepts common to all people. | |
| Context | Christmas: the two birth narratives. | |
| 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"> • Interpretation means to explain the meaning of a word or sign or story. • The story about the birth of Jesus is found in two of the four gospels – Matthew and Luke • It is not in the other two gospels of Mark and John at all. • The two stories have similarities, such as Jesus is born in Bethlehem and the family make their home in Nazareth. • The two stories have differences, such as the shepherds in Luke and the wise men in Matthew. • This is because each of the gospel writers interpreted the story of Jesus in a way that highlighted what was important to them as a writer | Children will Know why by... <ul style="list-style-type: none"> • At Communicate...respond creatively as well as begin to explain a personal response to the way in which different interpretations of situations have been evident in their own experience. • At Apply ... explain how their ideas about interpretation may affect their experiences and others. | Children will Know how to ... <ul style="list-style-type: none"> • At Inquire... accurately explain the meaning of interpretation. • At Contextualise...accurately explain why there are two interpretations of the story of the birth of Jesus in the Bible. • At Evaluate...discern the value of the two interpretations for Christians and discern the possible value of interpretation for themselves and their communities. |
| 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 & 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. | |



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| Enrichment & wider development | |



Year 6 Spring 1 - Ritual

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| Concept | Concept: Ritual Golden Thread: Special Key Question: What is the significance of ritual during wudu and Eid-ul-Fitr? Concept Group B Concepts that are shared by many religions | |
| Context | Wudu and Eid-ul-Fitr | |
| 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"> A ritual is a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony (revisited from Year 4 Spring 2). Wudu is the Muslim ritual of washing before prayer. There is a fixed sequence of steps: prepare yourself, wash hands, wash mouth, breath in water through your nose, wash face, wash arms, clean forehead, wipe ears, wash feet, point to the sky and say a prayer. Ramadan is the ninth month of the Islamic year, which has fasting from dawn to sunset. Ramadan is followed by Eid-ul-Fitr (festival of breaking of the fast). It starts by attending prayer at the mosque, they donate to charity to help feed the poor, they then share a large meal together. | Children will Know why by... <ul style="list-style-type: none"> At Communicate... respond creatively and begin to explain their response to their own experiences of ritual. At Apply... explain some examples of how their responses relate to rituals in their own and other people’s lives. | Children will Know how to ... <ul style="list-style-type: none"> At Inquire... accurately explain the meaning of ritual. At Contextualise... accurately explain the significance of ritual during Wudu and Eid-ul-Fitr to Muslims. At Evaluate ...discern the value of ritual by explaining the value to Muslims and the possible value to themselves and their communities. |
| Vocabulary | Ritual, special, Wudu, prayer, Ramadan, fasting, Eid-ul-Fitr 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. | |



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| 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 6 Spring 2 - Resurrection

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| Concept | Concept: Resurrection Key Question: Concept Group C Concepts distinctive to particular religions. | |
| Context | The empty cross | |
| Tradition | Christian | |
| Milestone at the end of year 6: | | |
| <p>At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced.</p> <p>At Apply: Children can explain some examples of how their responses relate to events in their own and other people’s lives.</p> <p>At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step).</p> <p>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).</p> <p>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).</p> | | |
| Key: Assessment Opportunity | | |
| Substantive Knowledge | Personal Knowledge | Disciplinary Knowledge ‘Ways of Knowing’ Pillar |
| Children will Know that... <ul style="list-style-type: none"> • Resurrection means a person or animal dying and being brought back to life by a higher power such as God. • The Christian symbol of an empty cross shows their belief that Jesus was crucified but later resurrected by God and is still around them. • Empty cross is used to remind people that Jesus is alive e.g. Empty crosses can be found in all Christian churches, at their homes and as part of their jewellery. • Christians wear crosses because they are the symbol for Christian faith, it shows everyone that they are Christians and that they believe that Jesus is still alive and around them. | Children will Know why by... <ul style="list-style-type: none"> • At Communicate...respond creatively as well as begin to explain their own response to the concept of resurrection. • At Apply...explain some 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... accurately explain the meaning of resurrection in the Easter story. • At Contextualise...accurately explain the story that illustrates Jesus’ resurrection and the impact on Christians with examples. • At Evaluate... discern the value of resurrection in the lives of Christians and as well as recognising some of the issues this might raise. Discern possible value in concept of resurrection for their own lives and communities. |
| Vocabulary | resurrection, empty, cross, crucifixion, Jesus, tomb, risen, disciples, Mary. | |
| | 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 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> | |



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| | 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 6 Summer 1 - Wisdom

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| Concept | Concept: Wisdom Key Question: Concept Group A Concepts common to all people. | |
| Context | The Bible and The Qur'an | |
| Tradition | Christian and Muslim | |
| Milestone at the end of year 6: | | |
| <p>At Communicate: Children respond creatively as well as begin to explain their response to their own experiences of the concepts /words introduced.</p> <p>At Apply: Children can explain some examples of how their responses relate to events in their own and other people's lives.</p> <p>At Inquire: Children can accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the inquire step).</p> <p>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).</p> <p>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).</p> | | |
| Key: Assessment Opportunity | | |
| Substantive Knowledge | Personal Knowledge | Disciplinary Knowledge 'Ways of Knowing' Pillar |
| Children will Know that... <ul style="list-style-type: none"> Wisdom is having knowledge, experience and good judgement and making good use of it. Muslims believe the prophet Muhammad (pbuh) was visited by the angel Gabriel (or Jibril) near Makkah over 1400 years ago. The angel gave him messages from Allah that formed the basis of the Qur'an. The book is kept on a high shelf above other books, and people wash their hands before touching it to show their respect for the word of Allah. The Christian Bible is made up of books in the Old Testament and books in the New Testament The New Testament has the four gospels which tell the stories about Jesus Christians believe it contains the words of God, providing guidance and wisdom about how to live your life. | Children will Know why by... <ul style="list-style-type: none"> At Communicate...respond creatively as well as explain a personal response to the concept of wisdom and give examples of who and what has the right to guide them. At Apply...explain some examples of how people have different ideas about what wisdom is. | Children will Know how to ... <ul style="list-style-type: none"> At Inquire...accurately explain ideas about what wisdom is. Contextualise...accurately explain how the Qur'an and the Bible contain wisdom. At Evaluate... discern the value of wisdom for Muslims and Christians as well recognising some of the issues this might raise and discern the possible value of wisdom for their own lives and communities. |
| Vocabulary | <i>wisdom</i> , Christian, Bible, New Testament, Islam, Muslim, Qu'ran, proverbs, wise, | |
| | Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply | |
| Opportunities for promoting children's spiritual, moral, social and | 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 Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. | |



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| cultural (SMSC) development. | <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 | |



Year 6 Summer 2 - Peace

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| Concept | Concept: Peace Key Question: Is it important for Muslims to feel peace in their religion? Concept Group A Concepts common to all people | |
| Context | What does it mean to be a Muslim today? | |
| 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"> Peace means freedom from disturbance, a time of tranquillity. Muslims believe the Qur’an was revealed to Mohammed (pbuh). Muslims find personal peace in Islam through prayer and submitting to Allah and his will. The significance of peace through submission for Muslims. The 4th pillar of Islam is Sawm: fasting during the holy month of Ramadan and that this is the key way that Muslims seek to experience peace. | Children will Know why by... <ul style="list-style-type: none"> At Communicate...express a personal response to peace in their own experience. At Apply... explain examples of how their responses and ideas about peace affect the way they and others behave. | Children will Know how to ... <ul style="list-style-type: none"> At Inquire...explain the meaning of peace. At Contextualise... explain the significance of peace through submission for Muslims. At Evaluate... explain the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace. |
| Vocabulary | peace Islam, Muslim, Qu’ran, Revelation, Mohammed (pbuh), prophet, Sawm, Pillars of Islam, Ramadan, submission, Allah Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply | |
| Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development. | Spiritual: opportunities to reflect on what peace means and how they feel at peace. Moral: discussion of times when there is not peace and why this is so. Social: how others think about peace and what they do about it. Cultural: appreciation of the way others feel about peace and how this is represented through art, music and writing. | |



