



# Milton Mount Primary School

**Religion and Worldviews**

Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

## EYFS – Understanding the World - Autumn

<b>Theme</b>	Festivals: Harvest, Diwali, Advent, Hanukkah, Christmas
<b>Knowledge</b>	<b>People, Culture and Communities</b> To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
<b>Vocabulary</b>	Autumn, festival, celebrate, belief, religion, Harvest, giving thanks, God, Diwali, Advent, waiting, Hanukkah, menorah, light, Christmas, Jesus, nativity

## Year 1 Autumn

<b>Theme</b>	How did the World begin?
<b>Knowledge</b>	To explore a range of creation stories from different religions. To begin to consider how creation stories help some people understand what God is like.
<b>Skills</b>	To understand what creation means in relation to the natural world, To know that some people believe God created the world as described in Genesis, To recognise that there are different creation stories to explain how the world began, To express ideas about what a creator might be like, To explore and express ideas about creation.
<b>Vocabulary</b>	Create, creator, natural, proud, Christian Bible, creation, Genesis, Jewish, scripture, Tenak, Torah, Vocabulary, Brahma Brahman, Hindu lotus flower, navel, Shiva, Vishnu, personality, talent, express

## Year 2 Autumn

<b>Theme</b>	Why do we need to give thanks?
<b>Knowledge</b>	To use a range of sources, to learn about the beliefs of using offerings, to explore artefacts related to offerings.
<b>Skills</b>	To identify how and why some people say thank you, to appreciate why harvest is an important time to express gratitude, To identify some of the ways and reasons Hindus and Christians might show their gratitude to God, To describe how and why some Hindus use puja to express gratitude to God, To describe how Christian worship songs are used to express gratitude to God.
<b>Vocabulary</b>	Appreciate, emotion, grateful, thankful, thankfulness, appreciate, Autumn, harvest, Harvest Festival, season, Humanist, adore, Disciple Gratitude, Jesus, Krishna, miracle, provide, Radha, rejoice, shrine, Brahman, deity, incense, Kumkum, mandir, murti, praise, prashad, Puja, express, Hymn, lyrics, worship,

**Year 3 Autumn**

<b>Theme</b>	What makes us human?
<b>Knowledge</b>	To explore ideas about spirituality, to interpret and use art to express beliefs,
<b>Skills</b>	To explore the idea of humans having a soul, To describe what people who follow different worldviews believe about being human, To explain how religious beliefs about the soul are represented in art, to explain how and why some Buddhists meditate, To present own and others' views to answer the enquiry question, 'What makes us human?'
<b>Vocabulary</b>	Inner self, responsible, soul, Anatta, atma, belief, Bhagavān, consciousness, exist, immaterial, unique, connection, express, represent, Buddhist, meditation, mindfulness, practice, spiritual, blurb, summarise

**Year 4 Autumn**

<b>Theme</b>	Are all religions equal?
<b>Knowledge</b>	To explore the origins of religions, to explore links and connections between religions, to investigate new religions that reflect unity and equality.
<b>Skills</b>	To recognise that there are many connections between religious worldviews, to explain similarities and differences in how people understand God, to identify how some Sikh beliefs and practices reflect ideas about religious equality, to determine how Bahá'í teachings influence some practices, to express ideas about religious equality and harmony.
<b>Vocabulary</b>	Connection, Middle East, origin, Athravan, invoke, merciful, Ormazd, scripture, Vocabulary, beliefs, equality, Gurdwara, Guru, harmony, khanda, Langar, practice, Bahá'í, Bahá'u'lláh, harmony, house of worship, The Báb, unity, Equality, harmony, respect, scripture,

**Year 5 Autumn**

<b>Theme</b>	Why do people have to stand up for what they believe in?
<b>Knowledge</b>	To think about religious freedom, to explore historical and modern day people who have fought for their beliefs, to discuss controversial issues using debate and critical analysis.
<b>Skills</b>	To recognise the importance of religious freedom, to assess the challenges some religious figures faced in the past, to analyse the meaning and symbolism of different festivals of light, to recognise that people were persecuted for their religious beliefs in the past, to explain how and why people stand up for what they believe in.
<b>Vocabulary</b>	Discrimination, ordained, prejudice, protected characteristics, religious freedom, Antiochus, Babylonian forces, exile, oppression, Bandi Chhor Divas, Diwali, emperor, Guru Arjan, Guru Hargobind, Mughal Empire, Catholic, conspiracy, Divine authority/divine right of kings, persecution, protestant, Hardship, prejudice, religious group, stereotype

## Year 6 Autumn

<b>Theme</b>	Why does religion look different around the world?
<b>Knowledge</b>	To build on comparisons, to discover how some religious practises are observed, to consider how different elements can affect how someone practices their religion.
<b>Skills</b>	To identify the similarities and differences between some Abrahamic religions, to identify why some mitzvot have been adapted, to explain reasons why traditions can vary within a religion, to recognise how some religious practices are influenced by both culture and scripture, to discuss reasons why someone may choose to cover their hair.
<b>Vocabulary</b>	Abrahamic religions, covenant, descendants, Israelites, monotheist, Tenak, Liberal, melacha, melachot, Mitzvah, mitzvot, orthodox, reform, Shabbat, Tabernacle, Torah, Ashkenazi, Sephardi, Kippah, Kippot, Charedi, Orthodox, Hijab, Niqab