

Farthinghoe Primary School Long Term Curriculum Map – (RE)							
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	YEAR A						
EYFS/KS1	Title	Places in Christianity	Celebrations and Special Times: Christmas	People in Christianity:	Easter	Books and stories in Christianity	Our special Books
	Central Idea	What makes a place special for Christian people?	What happens at a festival? EYFS	What can we learn from Jesus and St. Francis?		What do Christians learn from the Bible?	Building our very own community library
	Lines of Enquiry/Subject Focus	Create a leaflet about our Church- Year 2 A model of or church- Year 2	Labelled collage of the story in the style of a tapestry telling a story	Create a short play about St Francis of Assisi Puppets to also be created for an assembly		Creation of our own book of special stories. Year 2 to create a story that might have been in the Bible	Curate a library of special books to share with the village. Persuasive poster explaining the value of these books
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	YEAR A						
LKS2	Title	The Church Year: Is Christmas a festival of light or love?	Christmas	Jesus	The Church Year	Taking care of others	Our special Books
	Central Idea	Is Christmas a festival of light or love?		Why is Jesus an inspirational leader for some people?	Is Easter a festival of new life or sacrifice?	Creation of rules for a kind school,village and land.	Building our very own community library

	Lines of Enquiry/Subject Focus	pupils design a stained glass window to show what they think is important about the Christmas story.. The children could then write a short paragraph to explain why they have included certain things in their designs.		In pairs / threes, pupils are to do a radio interview about a miracle. Pupils could then write a newspaper report about the event.	Pupils respond to: „Jesus Christ Superstar“ by Andrew Lloyd Webber stops at the death of Jesus, the Crucifixion.. I make sacrifices when..... I make sacrifices because..... My beliefs about life after death are influenced by.....	Look at the charter of Banbury. Could we create one for modern day Farthinghoe. Children to use a scroll to record their own beliefs for a safe and kind world.	Consider valuable books. Using a virtual trip to the British Library. Write a guide for children about three books of National importance.
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	YEAR B						
EYFS/KS1	Title	Ourselves, Our Families and Our Communities:	Christmas	The Family in Judaism	Easter	Questions about God	Our Village- Our faith
	Central Idea	Where do we belong?		How does being Jewish make a difference to family and celebration?		How do a Christian’s ideas about God compare with my own?	How do we celebrate our faith in Farthinghoe?
	Lines of Enquiry/Subject Focus	„Who’s Who in Our Street?“ (Jan Ormerod), using junk modelling or artwork, can the children build a model of the street from the story? Could a church and synagogue be added to the model? How would		Cover parts of pictures showing events of Shabbat. Let the pupils tell or draw what they think is missing, in pairs or groups. Fill in speech bubbles		Identify the artefacts we have looked at during this unit. Create a scaffolded powerpoint about how each one is used to help people	Interview different people in the village and create a soundscape of voices. The children to edit these by talking about which ones reflect the village. Do they share the same thoughts and beliefs?

		the children make a new family feel welcome if they moved into the street?		for people in the pictures. What could they be saying? How do they feel?		pray. How might they be helpful? What do they do for people?	
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	YEAR B						
LKS2	Title	Christianity in Action:	Christmas	Islam in Northamptonshire	Easter	Values of our World	Our Village- Our faith
	Central Idea	What difference do Christians make towards addressing some problems in the UK today?		Keeping The Five Pillars - what difference does it make?		What matters most to Christians and Humanists?	How do we celebrate our faith in Farthinghoe?
	Lines of Enquiry/Subject Focus	St Patrick and The Red Cross. Give the pupils a blank DVD/video cover and ask them to devise a title for the story to reflect what it is all about and write the details for the, blurb of the cover.		Pupils make up a newspaper interview with a Muslim, in which sensitive questions are posed and appropriate answers provided from a fictitious Muslim. The interview is about „What my faith means to me“, and includes aspects of the Muslim’s belief and practice that have been covered in this unit of work.		Pupils to create a code for living of their own, coming up with five to ten sentences that would make good rules for a happier world. A simpler version asks for „a happier Northamptonshire“.	Create a mural for the church- focus on how the community as a whole comes together Complete this with Farthinghoe’s UOA group and the local church.
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	YEAR A						

UKS2	Title	Stories of Faith	Christmas	Whose World Is It?	Stories of Faith:	The Journey of Life:	Our Special Books
	Central Idea	What matters most to Christians and Humanists?		How was the world created and why should I care about it today?	What can we learn from stories shared by Christians, Jews and Muslims?	What happens when we die? Key events in our life.	Building our very own community library
	Lines of Enquiry/Subject Focus	Making a code for living Ask pupils to create a code for living of their own, coming up with five to ten sentences that would make good rules for a happier world. The Ten Commandments were written on tablets of stone. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.		Create a PowerPoint presentation or use a writing framework to compare and contrast two views (at least one of which must be a religious view) about how the world began and what effects these beliefs have upon the way followers of those beliefs treat their environment. Conclude by explaining their own personal view about how the world was created and what they think about how they should treat the environment.	Each pupil is asked to select some words that really mean a lot to them. Pupils prepare to put their chosen text into ,chapter two, of the class book. It can be called ,Our Words of Wisdom“. Songs, family sayings, favourite lines or sacred texts can all be sources.	Pupils to research beliefs held by another faith group of their choice and compare to those studied so far. A Humanist or atheist view would add an interesting dimension.	Visit the Bodleian Library in Oxford. Write a report of their visit using notes taken from the day. This will be displayed in our village library.
	YEAR B						
KS2	Title	Sikhism in Britain:	Words of Wisdom:	Islam in Northamptonshire	Beliefs and Actions in the World:	Religions in Our Community	Our Village- Our faith
	Central Idea	What is important to a Sikh in Britain today?	What can we learn from reflecting on Christian, Sikh and Muslim wisdom?	Keeping The Five Pillars - what difference does it make?	Can Christian Aid and Islamic Relief change the world?	How can we build a more respectful Northamptonshire?	How do we celebrate our faith in Farthinghoe?

<p>Lines of Enquiry/Subject Focus</p>	<p>From a variety of artefacts, the children should use these to explain key aspects of Sikhism that they have learnt about and to describe any links they can make to their own beliefs and ideas, or those of other faiths. Pupils should be given a choice of presentation style.</p>	<p>Can you write your own contribution to a holy book? Choose a story, saying, poem or song, or piece of wisdom that you find inspiring. Make a beautiful page of this. Write a short answer to the question: Why is this inspiring for you? This task is designed to encourage a reflective response from every child.</p>	<p>Pupils make up a newspaper interview with a Muslim, in which sensitive questions are posed and appropriate answers provided from a fictitious Muslim. The interview is about „What my faith means to me“, and includes aspects of the Muslim’s belief and practice that have been covered in this unit of work.</p>	<p>Pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils of disaster and poverty.</p>	<p>Design a new community centre for your district, in which people from two or more different religious groups could worship at different times, as well as using the building for other community activity.</p>	<p>Linked to previous topic- Make a poster / web page / leaflet page on the theme: ‘Respect for Each Other’ to display in the hall. This gives pupils the chance to articulate attitudes of respect carefully.</p>
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