

# St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 6

Term: Autumn 1



Unit: Kingdom of God U2B.8



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Kingdom of God</b> - God's reign on earth and consequently, in our hearts</p> <p><b>The Lord's Prayer</b> – a special prayer taught to us by Jesus. It asks God for support in being a good Christian and doing the right thing.</p> <p><b>parable</b> – a story told by Jesus that teaches a lesson or gives a special message.</p> <p><b>utopian</b> – a state or world where everything is perfect.</p>	<p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>Parables are designed to teach a lesson or deliver a message about God, but some parables can be confusing and interpreted in different ways. To help learn from the parables it helps to analyse other parts of the Bible and what we already know about God and Jesus.</p> <p>Christians believe the world would be a better place if everyone in society joined the Kingdom of God. Indeed, it is believed society would reach a utopia in the Kingdom of God, much like heaven on earth.</p>	<p><b>Making Sense of the Text</b></p> <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p><b>Understanding the Impact</b></p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community</p> <p><b>Making Connections</b></p>

			Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
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# St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 6

Term: Autumn 2



Unit: Incarnation U2B.4



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Old Testament</b> – the first part of the Bible (written before Jesus was born). It contains the teachings and wisdom of the ancient people of Israel.</p> <p><b>New Testament</b> – the second part of the Bible (written after Jesus was born); it tells the story of Jesus' birth, death and resurrection and gives further advise on how Christians should live their lives.</p> <p><b>saviour</b> – someone who saves from danger or destruction. Someone who brings salvation</p> <p><b>Messiah</b> – Jesus Christ, regarded as the saviour of the world. The expected king and deliverer of the Jews.</p>	<p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p>	<p>When Jesus was alive, there was no such thing as Christianity; Jesus was a Jew.</p> <p>Jesus is God incarnate; he is God on earth.</p> <p>Jesus was sent as a rescuer for humankind.</p> <p>They can read prophecies about the coming of a messiah in the Old Testament.</p> <p>Christians believe Jesus is the Messiah, but Jewish people do not.</p>	<p><b>Making Sense of the Text</b></p> <p>Identify and explain the position of Incarnation and Messiah within the 'big story' (frieze) of the Bible.</p> <p>Find Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p><b>Understanding the Impact</b></p> <p>Describe how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Describe how the idea that Jesus is the Messiah makes sense in the wider story of the Bible, eg. Jesus coming as a Saviour for all humankind, Jesus as the</p>

<p><b>prophecy</b> – a prediction of something to come</p> <p><b>trinity</b> - Christians believe God is three in one: father, son and Holy Spirit</p>	<p>Christians see Jesus as their Saviour (See Salvation).</p>		<p>lamb of God (God’s biggest sacrifice), Jesus as one part of the Trinity, etc.</p> <p><a href="#">Making Connections</a></p> <p>Explore how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 6

Term: Spring 1



Unit: Creation/Fall U2B.2



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>cosmology</b> – the science surrounding the origin and development of the universe, usually based around The Big Bang Theory.</p> <p><b>evolution</b> – the process of living organism developing from earlier forms, and changing over time. The gradual development of something.</p> <p><b>contradict/contradiction</b> – a situation or ideas in opposition to one another.</p> <p><b>interpretation</b> – the act of explaining the meaning of something</p> <p><b>science/scientific</b> – investigation and exploration of natural causes and effect.</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Cosmologists favour The Big Bang Theory.</p> <p>Evolutionists believe planet Earth evolved and developed over many billions of years.</p> <p>Christians interpret the story of Creation in different ways. They do not necessarily take it at face value.</p> <p>Christians can be scientists. For example, it is possible for a Christian to be a cosmologist or evolutionist. Both the Anglican and Roman Catholic church have accepted evolution.</p>	<p><a href="#">Making Sense of the Text</a></p> <p>Demonstrate the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Produce their own interpretation of Genesis 1. Compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Respect interpretations that are different to their own.</p> <p><a href="#">Understanding the Impact</a></p>

<p><b>genre</b> – a type or style</p> <p><b>belief</b> – an acceptance that something exists or is true</p> <p><b>conflict</b> – a serious disagreement or argument</p> <p><b>complementary</b> – combining to enhance or emphasise the qualities of each other or another</p> <p><b>marvel</b> – to be filled with wonder or astonishment</p> <p><b>controversy</b> – a quarrel involving strong disagreement</p>			<p>Articulate the connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Examine artistic responses to the creation, eg. stained glass windows or Hymns.</p> <p>Demonstrate understanding of why many Christians find science and faith go together</p> <p><a href="#">Making Connections</a></p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Debate (if appropriate) and discuss quotes such as 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does'. Argue for and against.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: RE

Year: 6

Term: Spring 2



Unit: Salvation U2B.7



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Gospel</b> – the 4 books at the start of the New Testament that tell the story of Jesus and his life (written by Matthew, Mark, Luke and John)</p> <p><b>resurrection</b> – coming back to life after death</p> <p><b>incarnate Son of God</b> – being God on earth, as his son</p> <p><b>betrayal</b> – an act of deliberate disloyalty</p> <p><b>Jewish</b> – belonging to the religion of Judaism or to Jews</p> <p><b>heaven</b> – a place of eternal happiness with God, experienced after death</p>	<p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>	<p>The 'Big Story' (depicted by the Big Frieze) shows the main events of the Bible and Incarnation and Salvation are part of this.</p> <p>Jesus' death was a sacrifice and Christians believe he died to save humankind, and to restore human's relationship with God.</p> <p>Jesus' death is interpreted in different ways, through the four Gospels in the New Testament (Matthew, Mark, Luke and John).</p> <p>Jesus' resurrection proves he is God's son. It also shows that there is life after death.</p> <p>Christians believe that, after death, they will continue to live a life with God in heaven.</p>	<p><b>Making Sense of the Text</b></p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p><b>Understanding the Impact</b></p>

<p><b>sacrifice</b> – an act of surrendering life (in Jesus’ case)</p>		<p>Heaven may described in a variety of ways, including ‘everlasting life’ or ‘paradise’.</p>	<p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p><a href="#">Making Connections</a></p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>
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