

## Year 4 – RE HINDUAMA Focus

Environment	Landmarks in life	Commitment	Study of a chosen religion	Thinking about God	Features and Patterns of worship
<p>EXPLORE</p> <p>Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities</p>	<p>EXPLORE</p> <p>Learners should be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life</p>	<p>EXPLORE</p> <p>Learners should be able to identify important beliefs and values of faith communities and explain the impact of these on believers</p>	<p>EXPLORE</p> <p>Learners should be able to identify some of the main features of a chosen religious lifestyle.</p>	<p>EXPLORE</p> <p>Learners should be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths</p>	<p>EXPLORE</p> <p>Learners should be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths</p>
<p>ENGAGE</p> <p>Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/natural world</p>	<p>ENGAGE</p> <p>Learners should be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part</p>	<p>ENGAGE</p> <p>Learners should be able to ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives</p>	<p>ENGAGE</p> <p>Be able to explain the meaning of key actions and symbols to a follower in the chosen religion</p>	<p>ENGAGE</p> <p>Learners should be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</p>	<p>ENGAGE</p> <p>Learners should be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</p>
<p>REFLECT</p> <p>Learners should be able to link their own values and actions and consider the consequences of their actions for the environment/natural world</p>	<p>REFLECT</p> <p>Learners should be able to share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values</p>	<p>REFLECT</p> <p>Learners should be able to share ideas about right and wrong and talk about the challenge of their own commitments</p>	<p>REFLECT</p> <p>Be able to talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others</p>	<p>REFLECT</p> <p>Learners should be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups</p>	<p>REFLECT</p> <p>Learners should be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>2.6d</b> <b>Environment: Harvest</b> Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked</p>	<p><b>2.4d</b> <b>Landmarks in life</b> Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<p><b>2.6c</b> <b>Commitment: Lent</b> Research some key events in the development of a religious tradition and explain the impact on believers today</p>	<p><b>2.4c</b> <b>Study of a chosen religion</b> Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p><b>2.3d</b> <b>Thinking about Gods / Brahman</b> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>	<p><b>2.2b</b> <b>Features and patterns of worship</b> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>
<p><b>Being thankful for the fruits of the Earth</b> How is the word Harvest used? What does ‘harvesting’ mean to a farmer and to ourselves? Create a class definition. What do human beings need to survive? Show pupils a bowl of fruit and vegetables, packets of cereal, bags of flour, cartons of juice and milk, bottle of water, eggs, bread, pictures of supermarkets. Invite pupils to use their knowledge of nutrition and choose three items that a human being needs to survive, and explain why they need them. Divide pupils into two groups: group one could make an inquiry about where food is sourced for a family in the UK e.g. shop, supermarket, allotment. Invite them to think about how many different food products they might use in a day, or a week. Group two could do a comparison with a community overseas e.g. Mozambique. Why do different religions and different countries celebrate harvest? What might inspire them to celebrate in the UK and overseas? Discuss the idea of celebrating harvest in times of plenty and in times when there is less than enough. In what situations might people have more than they need, or not enough? How might this affect</p>	<p><b>Rites of passage are special rituals that mark the different stages in life.</b> These include birth ceremonies, ceremonies marking joining a faith, marriage and death. Why is it important to people to celebrate special times in life? For example: Think about coming of age, birthdays, marriage, funerals. Collect examples of the way in which people celebrate or mark these events, such as greetings cards, photographs, invitations etc... Create a display. Look at pictures of special events and identify what landmarks are being acknowledged. Construct a list of pupils’ priorities - which are the most important landmarks. Pupils draw a road representing their life so far. Label the road (write/draw/describe) with three high points they have experienced in life so far e.g. starting school, baptism. Label the road with two low points. Can pupils continue the road with what they hope to come? Resources: examples from appropriate celebrations e.g.invitations etc... Why is it important to believers to celebrate special times in life? In small groups or pairs pupils research &amp; produce a presentation about the way joining a faith is celebrated by Christians (confirmation) and Hindus (Sacred Thread upanayana</p>	<p><b>What sort of times and events do people prepare for in special ways?</b> In India, Easter is celebrated with deep religiosity and great fanfare. Feasting in the form of lavish breakfasts and lunches are a highlight of the festival. Discuss times of preparation and the different ways in which people prepare. Think about sports, holidays, school, even a trip to the shops. Invite children to share their own experiences of this. Try giving the children extra preparation time for a particular task and allowing them to use it however they choose - explain that time used thinking is one of the possibilities. What beliefs and values affect the way believers live? If you know someone who has been on a retreat e.g. to think about the next steps in their life, you could invite them to talk/answer questions. Vishu is a Hindu festival celebrated in Kerala. It falls around 14<sup>th</sup> April in the Gregorian year. Vishu means equal in Sanskrit. Vishu is a symbol of the beginning of the spring season.  When do we feel tempted? How do we resist temptation? (Role play would be</p>	<p><b>Talk about the different lifestyles which people lead and why they might choose to select a particular way to live.</b> This unit allows the opportunity to explore one religion in more detail. Choose from Christianity, Islam, Hindu Dharma, Buddhism, Sikhism or Judaism to complement your programme of study. It would be useful to begin by using pictures to stimulate ideas about the different lifestyles which people have - e.g. give examples of different hobbies which people pursue, people who put work and money first, people who put family first. Think about the different ways and traditions you might have in your household, such as visiting grandparents every week, going swimming every Saturday. Why do people do these things? Make a list of the reasons people do things - such as habit, a hobby, because their parents tell them to, because it is part of their religion etc. Create a collage to show the diversity of the world we live in. Identify the main features in your chosen religion’s lifestyle. For example: use the BBC Learning Zone film clips to show people in your chosen religion at home and</p>	<p><b>What’s in a name?</b>  Introduce the idea of ‘names’. Why do they have a name? Introduce the idea of a ‘Title’ e.g. Sir, Lady, Your Honour, Head teacher etc. Invite ideas as to what they mean and when and why are they used. What value does the title hold? Why is your Head teacher addressed as such? Use examples of well-known people e.g. Sir Chris Hoy and discuss their attributes and why they were given a title.  <b>How do people of faith describe Gods / Brahman?</b>  Explore what Hindu’s think about God/Brahman through the use of an artefact or picture from the Hindu tradition – a statue or murti of a Hindu God/Goddess.  Start by exploring the object, what clues are there about the story behind the God and about the character of the God. Ask pupils to create questions to ask the God prior to sharing the story behind the God (this could be read, watched or both) – are their questions now answered? Ask pupils to choose four key words from the story and make a picture or symbol to</p>	<p><b>What happens when people meet together with a common cause or interest?</b>  Talk about the times when people meet together, for school, for work, for clubs, leisure and enjoyment. Talk about the similarities and differences, such as - people meet because they have something in common, they sometimes choose who they meet with, sometimes don’t. Think about the common features and patterns which meetings have, such as time, place, interests, clothing, and activities. Talk about the reasons why people might meet together in this way and why common or shared practices might be important.  Identify on cards the different reasons why people might meet together and create a display  .Resources: stimulus pictures of people in groups e.g. Football grounds, cinema etc...  What happens when people meet together to worship?  Look at pictures/video of people worshipping. Share ideas of what it means to worship. Suggest a definition of worship Discuss how</p>

<p>their belief in God/Brahman as provider?</p> <p>Throughout India the celebrations vary. In the North of India, Vaisakhi is a time signifying the harvest, and as such is celebrated as a harvest festival.</p> <p>In what ways might it be different for someone living in a city celebrating harvest? What might Harvest mean to someone living in a country where there are environmental problems, such as drought or flooding Brahman, e.g Mozambique? What might influence their attitude? In what ways could faith in God/ help in this?</p> <p><b>Harvest Festival</b></p> <p>To reflect their understanding of Christian Harvest pupils could engage in practical activities. Ideas include:</p> <p>Making a difference – e.g designing and implementing a charity campaign across the school, linked to the local church eg Foodbank – poster design to raise awareness, leading an assembly,</p> <p>organising collecting for a charity</p> <p>□ Pupils could plan a harvest festival/collection for the class/school. This could involve publicising it, presenting their plan in a school assembly, choosing a suitable recipient for the goods collected, packing and distribution.</p> <p>□ organising a fundraiser for a charity</p> <p>□ Writing an explanation: ‘Six reasons why our act of gratitude can make a difference to our local or overseas neighbour (less than 100 words)</p> <p><b>Assessment</b></p>	<p>ceremony) Pupils will need to be organised and able to discuss: what they need to find out, how they gather information, share out tasks and what format to present in. This should take more than one lesson and time could then be spent sharing their work with others.</p> <p>Pupils should find out :about what happens what symbolism is important</p> <p>Why is the symbolism important?</p> <p>What actions are important?</p> <p>Are there any special vows or promises made?</p> <p>Are special prayers or words spoken?</p> <p>What people wear?</p> <p>What they eat?</p> <p>How the person might feel before and during this key point in their lives?</p> <p>What does what you celebrate say about you?</p> <p>For example: Discuss their own experiences. Refer to their list of priorities identified in the first lesson. Take the first on the list and ask pupils individually or in small groups to create a ceremony to mark the occasion in an appropriate way. If possible, act out the best ideas as a class, keeping a photographic record of the occasion, and encouraging pupils to express how it felt to take part. What would help them to keep the promises they have just made? What symbol would they choose to remind them of their new promises?</p> <p><b>Assessment</b></p> <p><i>WTS: All learners should be able to identify a range of ceremonies linked to special moments in life that are important to members of faith communities</i></p>	<p>useful here.) Give pupils scenarios in which they might be tempted (eg, stealing).</p> <p>How might Hindus choose to live their lives differently after Easter?</p> <p><b>Assessment</b></p> <p><i>WTS: All learners should be able to identify important beliefs and values of faith communities</i></p> <p><i>EXS: Most learners should be able to identify key beliefs and values from stories and sources and talk about the lessons believers can learn about the way to lead their lives</i></p> <p><i>These learners should be able to link actions of individuals to beliefs and values</i></p> <p><i>GDS: A few learners should be able to explain the impact of acting on beliefs and values for individuals and communities</i></p>	<p>at worship. Identify the important aspects of worship in the home. Set up an example of a shrine using appropriate artefacts if appropriate. Find out the meaning of some of the important features of the religion to a believer.</p> <p>For example: Visit a faith building. Talk through some of the importance aspects of the building for a believer and the meaning of selected symbols. Discuss what these mean to a believer with a guide from the faith community.</p> <p>Select symbols from the visit and create a display with illustrations of the symbols and their meaning for the believer.</p> <p>What do pupils consider to be the three key aspects of the faith they have studied and why.</p> <p>Explore aspects of their own lives which they feel are distinctive and worth passing.</p> <p><b>Assessment</b></p> <p><i>WTS: All pupils should be able to identify characteristic features in the chosen religions lifestyle</i></p> <p><i>EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religion</i></p> <p><i>GDS: Some pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion</i></p>	<p>represent each word. Share their words and images with others. Give pupils a picture of the God being explored and ask them to label the image using their new knowledge.</p> <p><b>Assessment</b></p> <p><i>WTS: All pupils should be able to identify characteristic features in the chosen religions lifestyle</i></p> <p><i>EXS: Most pupils should be able to make connections between key practices and the teachings of the chosen religion</i></p> <p><i>GDS: Some pupils should be able to distinguish and describe practices that are of particular significance to a person in the chosen religion</i></p>	<p>this fits with the pattern for meetings identified in the earlier lesson. What do these people have in common? Do they choose to be there? What are they doing? Identify general patterns and main features. Make a list of things which seem essential for an act of worship.</p> <p>Select a focus for study . In groups pupils should investigate worship in two faiths with the aim of producing a worship guidebook and display. Tasked with this mini project, pupils could investigate under the following headings: special places, special items, special words, special actions.</p> <p>Depending on the faiths being explored you may also include special foods. Make use of the internet, books and artefacts to support pupil’s investigations. As an added extra invite in a visitor to demonstrate worship in a particular faith including actions, artefacts and song.</p> <p><b>Assessment</b></p> <p><i>WTS: All learners should be able to identify the main features and patterns of an act of worship</i></p> <p><i>EXS: Most learners should be able to describe important aspects of worship and make links with beliefs and sources. These learners should be able to identify similarities and differences of practice within and between faiths</i></p> <p><i>GDS: A few learners should be able to suggest why ways of worship may vary within faiths</i></p>
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<p>WTS: All learners should be able to identify a range of ceremonies linked to special moments in life that are important to members of faith communities</p> <p>EXS: Most learners should be able to describe the important features of ceremonies</p> <p>These learners should be able to compare and contrast ceremonies from different traditions</p> <p>GDS: A few learners should be able to explain why believers would see these celebrations as an important part of their faith</p>					
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## Year 4 Topic Coverage

<u>Autumn</u>			<u>Spring</u>			<u>Summer</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore, Ask questions, Recognise, Listen and respond, Ask and respond imaginatively to questions, Discuss Consider, Talk, Share, Observe								
<u>Vocabulary - Topic Specific</u>								
<p>Harvest</p> <p>Significance</p> <p>Celebrate</p> <p>Creator</p> <p>Sacred</p> <p>Beliefs</p> <p>drought</p> <p>Upanayana</p> <p>Vaisakhi</p>			<p>Vishu</p> <p>Lent</p> <p>Commitment</p> <p>Values</p> <p>Actions</p> <p>Temptation</p> <p>Symbolism</p> <p>Worship</p> <p>Daily life</p> <p>Features</p> <p>Hindu Dharma</p> <p>Faith</p> <p>Believer</p>			<p>Worship</p> <p>Titles</p> <p>Artefacts</p> <p>Similarities</p> <p>Differences</p> <p>Symbolic actions</p> <p>Gatherings</p> <p>Common cause</p>		

### I will learn...

how the word harvest is used

that 'harvesting' has significance to Hindus

how humans need food to survive

that different religions and countries celebrate harvest in a unique way

that Christians believe in one God as creator of the World compared with Hindus having multi Gods

that environmental problems such as drought affect Harvest

that rites of passage are rituals that mark different stages in life

how important times in life are celebrated

that it is important to believers that they celebrate special times in life

how the ceremony of Sacred Thread Upanayana is celebrated by Hindus

that the special times we celebrate say a lot about us

that people prepare for religious events in special ways

that beliefs and values affect the way believers live

that Vishu is a time for celebration for Hindus

that Lent is a time in preparation for Easter

that Christians change their actions during Lent

that Christians like to remember the story of Jesus' temptations

that Hindu Dharma has important features

how Hindi Dharma is practised: worship, daily life, prayer, symbolism, key aspects of the Faith

how to explore aspects of their own lives that they feel are distinctive

how names are important

how people of faith describe their God / Gods

that Hindus use artefacts and pictures to think about God / Gods

that Hindus experience feelings when they worship God / Brahman

how Hindus worship

how there are main features and patterns of acts of worship

how to describe important aspects of worship

how people join together with a common cause or interest

how to identify similarities and differences of practice within faiths

how to identify symbolic actions as part of worship

how to talk about their own experiences of gatherings and make links