

**Year 4**

**Autumn term 1**

**What can be learnt from the lives of significant people of faith?**

**CHRISTIANITY**

Begin to recognise that Christians learn from special people at Christians places of worship  
Identify the people who are special to them  
Show awareness of why these people are special and how this is expressed and responded to  
Describe the impact of key figures in Christianity- Jesus and St. Paul  
Make links between these people and good leadership  
Express insights into why this person might be an inspiration to other Christians  
Make links between the concept of 'covenant' and agreements and relationships of their own  
Describe what inspires them in the people they follow or respect

**Suggested activities**

Show photos or draw pictures or make a display of the people who are special to them. What have they learnt from them and how this is marked  
Invite a special person to talk about their role eg headteacher, governor  
Look at pictures of important people in Christianity  
Invite a priest/vicar to bring and show special objects which mark his/her role  
Talk about any life changing experiences of their own and read about the conversion and work of St. Paul  
Talk about what makes a good and inspiring leader and about the qualities Jesus showed  
Find out about the work of other key Christian figures eg. George Fox, Jonathan Edwards, Quaker families, Cliff Richards, Rev'd William Bowman  
Who do they admire and why?  
Find out about the life of one of the following Christians and write a book review about them  
-Mother Teresa  
-Pope John Paul  
- Nigel Benn  
Consider what makes a person inspiring to others

**Cross curricular links**

Literacy                      PSHE                      ICT                      History

**Skills and attitudes**

Analysis                      Interpretation

## Autumn term 2

### CHRISTMAS coverage

**Learn:** about the importance of Bethlehem for many Christians

**Learn:** the story of Mary and Joseph's journey to Bethlehem, the shepherds' journey and the visit of the three Kings.

**Learn:** to explore ways in which beliefs and religious ideas can be expressed through words and music, art and literature

### CHRISTMAS JOURNEYS

**Reflect:** Upon a time when they have made a special journey.

**Reflect:** Understand why the story of the birth of Jesus is of central importance to Christians.

**Reflect:** Upon the idea that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems

## Spring term 1

### HINDUISM

Recognise the significance of some these themes in their own lives  
Describe some aspects of the life and teachings of **Mohandas Gandhi**  
Apply some aspects of **Mohandas Gandhi's** teachings to their own lives and talk about why it might be inspiring

### Suggested activities

Listen to the story of the celebration of Divali  
Ask questions about the story of Divali and its meaning  
Act out the story and look at the attribute of each character- who is good/bad? What makes them good/bad?  
Make a class room frieze telling the story, adding words to explain the important theme- good wins  
Talk about things in their own experience which corresponds to the themes in the story of Divali eg. what makes Rama and Sita good? How can we be more like them?  
Hear stories or watch video about Gandhi  
Write a report on Gandhi's life and main achievements  
Find out about the role of Gandhi in the non-violent independence movement  
Describe the impact of Gandhi's example and teachings  
Apply some quotes from Gandhi into their own lives

### Cross curricular links

Literacy- Drama, Explanation PSHE

### Skills and attitudes

Appreciation and Wonder

## Spring term 2

<p style="text-align: center; background-color: #FF00FF; display: inline-block; padding: 2px;"><b>EASTER coverage</b></p> <p><b>Learn:</b> how food is used as part of Christian worship.</p> <p><b>Learn:</b> to explore the story of the Last Supper and the significance of bread and wine.</p>	<p style="text-align: center; background-color: #00FFFF; display: inline-block; padding: 2px;"><b>Food &amp; Easter</b></p> <p><b>Reflect:</b> Upon family meals which are important to them.</p> <p><b>Reflect:</b> Upon how they feel about family meal times.</p> <p><b>Reflect:</b> Upon the symbolism behind bread and wine.</p>
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## Summer term 1

<b>ISLAM</b>	<p>Be aware that Muhammed is a special person for Muslims          Know about the significance of Prophet Muhammad in Muslims          Consider questions about the ideas of revelation, guidance and Allah as the one who ‘shows humanity the straight path’.          Suggest answers to the questions:          -where do I find guidance in my life?          -what traditions have an impact on me?</p>				
Suggested activities	<p>Read and listen to some simple stories of Muhammad and talk about the things which made people think he was special          Talk about why Muslims don’t make pictures of the Prophet          Discuss what Muslim people today say about The Prophet Muhammad          Identify key moments in the life of Prophet Muhammad          Discuss and think whether people today can ever hear God’s word or receive a message from an angel          Think about the reasons why Islamic followers of the Prophet way, numbers many hundreds of millions today          Talk about the first revelation of the holy Quran. Why does this story matter so much to the Muslims?          Create a timeline for the beginning of Islam</p>				
Cross curricular links	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Literacy</td> <td style="width: 25%;">PSHE</td> <td style="width: 25%;">ICT</td> <td style="width: 25%;">History</td> </tr> </table>	Literacy	PSHE	ICT	History
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<b>Summer term 2</b>					

