Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Cornwall Syllabus: F1
Why is the word God so important to Christians?

Lesson Sequence		
Question 1 – Who do Christians believe created the world?	***Subject Knowledge***	I know that Christians believe that God created the world.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 2 – Why do Christians thank God at Harvest time?	***Subject Knowledge***	I know that Christians thank God at Harvest time because they believe he created all of the food in the world.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 3 – Why do some Christians believe they should care for the world?	***Subject Knowledge***	I know that some Christians believe they should care for the world because God created it and everything in it.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 4 – Why do Christians think God is special?	***Subject Knowledge***	I know that Christians think God is special because he made the world and them.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 5 – Why is God so important to Christians?	***Subject Knowledge***	I know that God is important to Christians because God loves them.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 6 - How do many Christians feel about God?	***Subject Knowledge***	I know that many Christians feel that God is the most special thing in their life.
	Skills	**Recognise that some people have different beliefs about different things.**

Disciplinary Vocabulary	
God Christians Creation Bible Adam Eve Parable Jesus Pearl	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Reception	Term	Autumn 2

Cornwall Syllabus: F2
Why do Christians perform Nativity plays at Christmas?

Lesson Sequence		
Question 1 Which character from the Nativity story do I think is the most important and why?	***Subject Knowledge***	I know which character from the story is the most important in my opinion.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 2 – Who visited Jesus in the Nativity story?	***Subject Knowledge***	I know that Jesus was visited by the shepherds and the Magi (wise men).
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 3 – Can I re-tell the Christmas story?	***Subject Knowledge***	I know the Christmas story.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 4 - Why do some Christians call Jesus the light of the world?	***Subject Knowledge***	I know that some Christians call Jesus the light of the world because he helps people out of darkness.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 5 – Why did Jesus receive gifts of gold, frankincense and myrrh?	***Subject Knowledge***	I know that Jesus received these gifts because he was seen as a new king.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 6 - Can I create a timeline of the Christmas story?	***Subject Knowledge***	I know the sequence in which events took place in the Christmas story.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**

Disciplinary Vocabulary	
Incarnation Jesus Christmas Mary Joseph shepherds angel star magi manger	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Reception	Term	Spring 1

Cornwall Syllabus: F3
Being special: Where do we belong?

Lesson Sequence		
Question 1 - What makes us feel special? What makes many Christians feel that they are special to God?	***Subject Knowledge***	I know that Christians believe that everyone is made unique and are all special to God.
	Skills	**Talk about their own views and feelings and understand that not everyone believes the same.**
Question 2 – Why do many Christians believe that children are special to God?	***Subject Knowledge***	I know that Christians believe that children are special to God because they are welcomed into God's family.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 3 – Where do you belong? Which groups do some religious people belong to?	***Subject Knowledge***	I know that some religious people belong to different groups.
	Skills	**Talk about their own views and feelings and understand that not everyone believes the same.**
Question 4 - How do we show people they are welcome? How are babies welcomed into the Christian family?	***Subject Knowledge***	I know that babies are welcomed into the Christian family through baptism.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 5 – How are some babies welcomed in the Muslim tradition?	***Subject Knowledge***	I know that babies are welcomed into the Muslim tradition through the whispering of the Shahadah.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 6 - How do Hindu brothers and sisters show their love for each other at a festival?	***Subject Knowledge***	I know that Hindu brothers and sisters make Rakhi's during Raksha Bandhan to show love for each other.
	Skills	**Recognise that some people have different beliefs about different things.**

Disciplinary Vocabulary	
Muslims Hindus Christians Jesus baptism Raksha Badhan welcome love special Rakhi	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Reception	Term	Spring 2

Cornwall Syllabus: F4
Why do some Christians put a cross on their Easter garden?

Lesson Sequence		
Question 1 - Why did Christian's shout Hosanna when Jesus entered Jerusalem?	***Subject Knowledge***	I know that Christians shouted Hosanna as they wanted Jesus to save them from their sins.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 2 – Why do some Christians make palm crosses at Easter?	***Subject Knowledge***	I know that some Christians make palm crosses to celebrate Palm Sunday.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 3 – What events took place in the Easter story?	***Subject Knowledge***	I know the events that took place in the Easter story.
	Skills	**Retell stories, talking about what they say about the world, God, human beings.**
Question 4 - What symbols represent new life at Easter?	***Subject Knowledge***	I know what symbols represent new life at Easter (eggs, babies, chicks, lambs)
	Skills	**Recognise that some people have different beliefs about different things.**
Question 5 – What are Easter celebrations like for some Christians?	***Subject Knowledge***	I know that many Christians celebrate Easter by going to church.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 6 - Why do some Christians put a cross in their Easter gardens?	***Subject Knowledge***	I know that some Christians put a cross in their Easter garden to represent Jesus dying on the cross.
	Skills	**Recognise that some people have different beliefs about different things.**

Disciplinary Vocabulary	
Jesus God salvation Easter hosanna palm Good Friday donkey Sunday disciples	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Reception	Term	Summer 1

Cornwall Syllabus: F5
Which places are special and why?

Lesson Sequence		
Question 1 – Where is a special place to me?	***Subject Knowledge***	I know what places I find special and why.
	Skills	**Talk about their own views and feelings and understand that not everyone believes the same.**
Question 2 – Where is a special place for a Christian to go?	***Subject Knowledge***	I know that a special place for a Christian to go is a church, cathedral or chapel.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 3 – What makes a church so special to Christians?	***Subject Knowledge***	I know that churches are special to Christians because they meet other Christians and praise God.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 4 - Where is a holy place for Muslims to go?	***Subject Knowledge***	I know that a Mosque is a holy place for Muslims to go.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 5 – What makes a Mosque holy for Muslims?	***Subject Knowledge***	I know that a Mosque is a holy place for Muslims because they can pray to Allah, meet other Muslims and learn from the Qur'an.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 6 - What is important in a Church and a Mosque? How are buildings similar and different?	***Subject Knowledge***	I know that there are similarities and difference between churches and Mosques and they are both places of worship.
	Skills	**Recognise that some people have different beliefs about different things.**

Disciplinary Vocabulary	
Christians pilgrimage Muslims holy church Bible mosque imam Qur'an vicar	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Reception	Term	Summer 2

Cornwall Syllabus: F6
Which stories are special and why?

Lesson Sequence		
Question 1 – What is special to you and why?	***Subject Knowledge***	I know what is special to me and why.
	Skills	**Talk about their own views and feelings and understand that not everyone believes the same.**
Question 2 – Which stories do you know that are special to Christians?	***Subject Knowledge***	I know that stories in the Bible are special to Christians e.g. calming the storm.
	Skills	**Retell stories, talking about what they say about the world, God, human beings**
Question 3 – How might a story from the Bible show a Christian how to treat other people?	***Subject Knowledge***	I know that stories from the Bible might show Christians to treat people with kindness.
	Skills	**Retell stories, talking about what they say about the world, God, human beings**
Question 4 - Which stories are special to Christian and Jewish people?	***Subject Knowledge***	I know that some Christians stories are shared with Jews.
	Skills	**Retell stories, talking about what they say about the world, God, human beings**
Question 5 – What is the holy book for Muslims?	***Subject Knowledge***	I know that the Muslims holy book is called a Qur'an.
	Skills	**Recognise that some people have different beliefs about different things.**
Question 6 - Which stories are special to Muslims?	***Subject Knowledge***	I know that the Qur'an has many stories that are special to Muslims.
	Skills	**Retell stories, talking about what they say about the world, God, human beings**

Disciplinary Vocabulary	
Christians Bible Muslims Torah believer text stories Jews Qur'an special	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Autumn 1

Cornwall Syllabus: 1.2
Who do Christians say made the world?

Lesson Sequence		
Question 1 –Who do Christians say made the world?	***Subject Knowledge***	I know who Christians say made the world.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What happens in Genesis?	***Subject Knowledge***	I know what happens in Genesis 1:1-2:3
	Skills	**Give examples of how stories show what people believe (e.g. the meaning behind a festival).**
Question 3 – Why do Christians look after the world?	***Subject Knowledge***	I know why looking after the world is so important to Christians.
	Skills	**Give examples of how people use stories, texts and teachings to guide their beliefs and actions.**
Question 4 – What happens at Harvest and why?	***Subject Knowledge***	I know what happens at Harvest.
	Skills	**Think, talk and ask questions about whether the ideas they have been studying have something to say to them.**
Question 5 – How do artists show the Creation?	***Subject Knowledge***	I know some ways that the artists represent the creation.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 – Who do Christians say made the world?	***Subject Knowledge***	I know who Christians believe made the world.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**

Disciplinary Vocabulary	
Creation World Belief Thank Harvest God believe Bible Genesis Praise	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Autumn 2

Cornwall Syllabus: 1.3
Why does Christmas matter to Christians?

Lesson Sequence		
Question 1 –Who was Jesus	***Subject Knowledge***	I know who Jesus was.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What happened in the story of the birth of Jesus?	***Subject Knowledge***	I know what happened in the story of the birth of Jesus.
	Skills	**Give examples of how stories show what people believe (e.g. the meaning behind a festival).**
Question 3 – Was Jesus born where people would have expected?	***Subject Knowledge***	I know that Jesus was born in a stable rather than a place fit for a king.
	Skills	**Give a good reason for the views they have and the connections they make.**
Question 4 – Why is waiting and preparing for Christmas important for many Christians?	***Subject Knowledge***	I know why Christmas preparations are important for Christians.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 5 – What do some people like to say thank you for at Christmas?	***Subject Knowledge***	I know what some people like to say thank you for at Christmas.
	Skills	**Think, talk and ask questions about whether the ideas they have been studying have something to say to them.**
Question 6 – How do people use the story of the nativity to guide their beliefs at Christmas?	***Subject Knowledge***	I know that Christians use the story of the nativity to guide their beliefs at Christmas.
	Skills	**Give examples of how people use stories, texts and teachings to guide their beliefs and actions.**

Disciplinary Vocabulary	
Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Spring 1

Cornwall Syllabus: 1.7
Who is Jewish and how do they live? (Part 1)

Lesson Sequence		
Question 1 – What is precious to Jewish people? What does a mezuzah remind Jewish people about?	***Subject Knowledge***	I know what is precious to Jewish people.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What is precious to Jewish people? What does a mezuzah remind Jewish people about?	***Subject Knowledge***	I know what a mezuzah is.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 3 – How and why do Jewish people celebrate Shabbat?	***Subject Knowledge***	I know how and why Jewish people celebrate Shabbat.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 4 – What stories do Jewish people tell from the Torah?	***Subject Knowledge***	I know a story that Jewish people tell from the Torah.
	Skills	**Give examples of how stories show what people believe (e.g. the meaning behind a festival).**
Question 5 – What might the story of Chanukah make Jewish people think about?	***Subject Knowledge***	I know what the story of Chanukah makes Jewish people think about.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 6 – What might the story of Chanukah make Jewish people think about?	***Subject Knowledge***	I know what the story of Chanukah makes Jewish people think about.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**

Disciplinary Vocabulary	
Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Dreidel Star of David	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Spring 2

Cornwall Syllabus: 1.7
Who is Jewish and how do they live? (Part 2)

Lesson Sequence		
Question 1 – What objects are special to you and Jews?	***Subject Knowledge***	I know what objects are special to Jewish people.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – Who was Abraham and why is he important to Jewish and Christian people?	***Subject Knowledge***	I know who Abraham was and why he is important to Jewish and Christian people
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 3 – How did Samuel become a prophet?	***Subject Knowledge***	I know what the Call of Samuel is.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 4 – What happens in the festival of Sukkot?	***Subject Knowledge***	I know what happens in the Festival of Sukkot.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 5 – What similarities and differences are there between Christian and Jewish festivals?	***Subject Knowledge***	I can identify some similarities and differences between Christian and Jewish festivals.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 – What similarities and differences are there between Muslim and Jewish practices?	***Subject Knowledge***	I can identify similarities and differences between Muslim and Jewish festivals.
	Skills	**Give examples of ways in which believers put their beliefs into action.**

Disciplinary Vocabulary	
blessing covenant Jew Shabbat Abraham Samuel prophet Sukkot sukkah seder plate	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Summer 1

Cornwall Syllabus: 1.10
What does it mean to belong to a faith or belief community?

Lesson Sequence		
Question 1 – What does it mean to belong to a community?	***Subject Knowledge***	I know what it means to belong to a community.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – How do Christians and Muslims show that they belong?	***Subject Knowledge***	I know how Muslims and Christians show that they belong.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 3 – How do Christians, Muslims and Jewish people show that they belong?	***Subject Knowledge***	I know how Muslim, Christian and Jewish people show that they belong.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 4 – What do worldviews say about how valuable people are?	***Subject Knowledge***	I know some worldviews say about how valuable people are.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 5 – How do Muslims and Christians welcome a new baby?	***Subject Knowledge***	I know how Muslims and Christians welcome a new baby.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 – How do people show that they belong to each other?	***Subject Knowledge***	I know how people show that they belong to each other.
	Skills	**Give examples of ways in which believers put their beliefs into action.**

Disciplinary Vocabulary	
community Muhammad Shabbat Allah Ichthus Faith Baptism Aqiqah Parable wedding	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 1	Term	Summer 2

Cornwall Syllabus: 1.9
How should we care for others and the world and why does it matter?

Lesson Sequence		
Question 1 – What do Christian people believe about caring for people?	***Subject Knowledge***	I know what Christian, Jewish and non-religious people believe about caring for people.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 2 – What do Jewish people believe about being unique and special to God?	***Subject Knowledge***	I know what Christian, Jewish and non-religious people believe about caring for people.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 3 – What do Jewish people believe about caring for people?	***Subject Knowledge***	I know what Jewish people believe about caring for people.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 4 – How do some religious and non-religious people show that they care for people?	***Subject Knowledge***	I know what Jewish people believe about caring for people.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 5 – What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	***Subject Knowledge***	I know what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world.
	Skills	**Give examples of how stories show what people believe (e.g. the meaning behind a festival).**
Question 6 – What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	***Subject Knowledge***	I know what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world.
	Skills	**Give examples of how stories show what people believe (e.g. the meaning behind a festival).**

Disciplinary Vocabulary	
community world Psalm stewardship love Genesis Religious Nonreligious Christian	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Autumn 1

Cornwall Syllabus: 1.1
What do Christians believe God is like?

Lesson Sequence		
Question 1 – What do Christians believe God is like?	***Subject Knowledge***	I know what a parable is.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What do Christians believe God is like?	***Subject Knowledge***	I know why Christians believe parables are important when learning about God.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 3 – What do Christians believe God is like?	***Subject Knowledge***	I know how parables help Christians learn about God today.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 4 – What do Christians believe God is like?	***Subject Knowledge***	I know how parables help Christians see God as loving and forgiving.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 5 – What do Christians believe God is like?	***Subject Knowledge***	I know why many Christians believe they should talk to God.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 6 – What do Christians believe God is like?	***Subject Knowledge***	I know what stories teach Christians about God.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**

Disciplinary Vocabulary	
Forgiving Prodigal Worship Nineveh loving Father Parable Jonah God Holy	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Autumn 2

Cornwall Syllabus: 1.4
What do Christians believe is the Good News that Jesus brings?

Lesson Sequence		
Question 1 – What did Jesus' good news mean for Matthew in the Bible story?	***Subject Knowledge***	I know what Jesus' good news meant for Matthew in the Bible story.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What might a Chirstian say was the good news that Jesus brought to Matthew?	***Subject Knowledge***	I know what a Christian might say was the good news that Jesus brought to Matthew.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 3 – What do many Christians believe is the good news that Jesus brings about forgiveness?	***Subject Knowledge***	I know what many Christians believe is the good news that Jesus brings about forgiveness.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 4 – What do many Christians believe is the good news that Jesus brings about peace?	***Subject Knowledge***	I know what many Christians believe is the good news that Jesus brings about peace
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 5 – What might Christians do to follow the life of Jesus and bring 'good news' to people?	***Subject Knowledge***	I know what Christians might do to follow the life of Jesus and bring 'good news' to people..
	Skills	**Give examples of how people use stories, texts and teachings to guide their beliefs and actions.**
Question 6 – How might Christian prayer link to saying sorry and forgiveness?	***Subject Knowledge***	I know how Christian prayer might link to saying sorry and forgiveness.
	Skills	**Give examples of how people use stories, texts and teachings to guide their beliefs and actions.**

Disciplinary Vocabulary	
Christians Jesus Matthew Fishermen Disciples Tax collector Peace Forgiveness Apostles	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Spring 1

Cornwall Syllabus: 1.6
Who is a Muslim and how do they live? (Part 1)

Lesson Sequence		
Question 1 – What do people think about God? What do Muslims think about God?	***Subject Knowledge***	I know St Piran is the Patron Saint of Cornwall.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean?	***Subject Knowledge***	I know how St Piran is remembered today.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 3 – What do Muslims think about God? What does the Shahadah say about Muslim beliefs?	***Subject Knowledge***	I know there are different types of Celtic cross in Cornwall and where these can be found.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 4 – Does our local community have a sacred place?	***Subject Knowledge***	I know where a sacred place in my community is.
	Skills	**Think, talk and ask questions about whether the ideas they have been studying have something to say to them.**
Question 5 – How does our local church provide support for the community?	***Subject Knowledge***	I know how my local church supports the community.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 – Which Cornish places are sacred to me?	***Subject Knowledge***	I know why places are sacred to me.
	Skills	**Give a good reason for the views they have and the connections they make.**

Disciplinary Vocabulary	
Christian Saint Celtic Cross Church Community Sacred	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Spring 2

Cornwall Syllabus: 1.6
Why does Easter matter to Christians?

Lesson Sequence		
Question 1 – What are the main events of the Bible story of Holy Week and Easter?	***Subject Knowledge***	I know the main events of the Bible story of Holy Week and Easter.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What are the six biggest moments in the story of Easter?	***Subject Knowledge***	I know the six biggest moments in the story of Easter.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 3 – How do Christians feel about the main events of the Bible stories of Holy Week and Easter?	***Subject Knowledge***	I know how Christians feel about the main events of the Bible stories of Holy Week and Easter.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 4 – Why do Christians say 'Good Friday' for the day Jesus died?	***Subject Knowledge***	I know why Christians say 'Good Friday' for the day Jesus died.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 5 – What impact does the Easter story have on many Christians?	***Subject Knowledge***	I know what impact the Easter story has on many Christians.
	Skills	**Give clear, simple accounts of what stories and other texts mean to believers.**
Question 6 - What can I remember about the big idea that Christians remember at Easter - 'Jesus as a Saviour'?	***Subject Knowledge***	I know about the big idea that Christians remember at Easter - 'Jesus as Saviour'.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**

Disciplinary Vocabulary	
God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Summer 1

Cornwall Syllabus: 1.6
Who is Muslim and how do they live? (Part 2)

Lesson Sequence		
Question 1 – Who was the Prophet Muhammad and why is he important to Muslims?	***Subject Knowledge***	I know who the Prophet Muhammad was and why he is important to Muslims.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know about the five pillars of Islam and how Muslims worship God through them.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 3 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know how Muslims use prayer (Salah)to worship God.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 4 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know what the Qur'an teaches Muslims about worshipping God.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 5 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know about Zakat and Sawm and what they mean to Muslims and how they worship God.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 - What is the most interesting thing we have learnt? What big questions do we have?	***Subject Knowledge***	I can retrieve what I have learnt from the unit.
	Skills	**Think, talk and ask questions about whether the ideas they have been studying have something to say to them.**

Disciplinary Vocabulary	
Muslim Shahada Zakat Haij Islam Prophet Salah Sawm Ramadan Allah	*Unit-specific vocabulary is selected for each lesson as part of the on-going formative assessment process. Key vocabulary will be selected for each lesson – either to support retrieval of key concepts or to address pupil misconceptions.*

Biscovey Primary Academy: Knowledge & Skills Overview

Curriculum Subject: Religious Education

Year Group	Year 2	Term	Summer 2

Cornwall Syllabus: 1.8
What makes some people and places in Cornwall sacred?

Lesson Sequence		
Question 1 – Who was St Piran?	***Subject Knowledge***	I know who the Prophet Muhammad was and why he is important to Muslims.
	Skills	**Identify the core beliefs and concepts studied and give a simple description of what they mean.**
Question 2 – How is St Piran remembered by people in Cornwall today?	***Subject Knowledge***	I know about the five pillars of Islam and how Muslims worship God through them.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 3 – Are there different types of Celtic cross in Cornwall? Why are these special?	***Subject Knowledge***	I know how Muslims use prayer (Salah)to worship God.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 4 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know what the Qur'an teaches Muslims about worshipping God.
	Skills	**Give examples of ways in which believers put their beliefs into action**
Question 5 – What difference does worshipping God make to Muslims?	***Subject Knowledge***	I know about Zakat and Sawm and what they mean to Muslims and how they worship God.
	Skills	**Give examples of ways in which believers put their beliefs into action.**
Question 6 - What is the most interesting thing we have learnt? What big questions do we have?	***Subject Knowledge***	I can retrieve what I have learnt from the unit.
	Skills	**Think, talk and ask questions about whether the ideas they have been studying have something to say to them.**

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