



Subject/Area: RE

Year Group: 4

Prior Learning	Year 4 Learning	Future Learning	Subject Specific Vocabulary	Linked Vocabulary
<p><u>Thinking About Religion and Belief</u> Make links between beliefs, stories and practices.</p> <p>Identify the impacts of beliefs and practices on people's lives.</p> <p>Identify similarities and differences between religions and beliefs.</p>	<p><u>Thinking About Religion and Belief</u> Comment on connections between questions, beliefs, values and practices.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Describe similarities and differences within and between religions and beliefs.</p>	<p><u>Thinking About Religion and Belief</u> Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p>	<p>God Bible Murtis Allah Quran Creator Reconciliation Parable Resurrection Qur'an al Fatiahah Mandir Puja Mekkah Shrine Pesach Diwali Lakshmi Ramadan Passover Baptism Bar Mitzvah Orthodox Vedas Ashramas Deities Murtis Diva Aarti Bhajans Artha Karma Dhama Moksha Humanism Rosh Hashanah Sedar Plate Repentance</p>	<p>Sacred Holy Place of worship Religion Beliefs Faith Wisdom Temptation Creation Prayer Communion Community</p>
<p><u>Enquiring, Investigation and Interpreting</u> Investigate and connect features of religions and beliefs ask significant questions about religions and beliefs.</p> <p>Describe and suggest meanings for symbols and other forms of religious expression.</p>	<p><u>Enquiring, Investigation and Interpreting</u> Gather, select, and organise ideas about religion and belief.</p> <p>Suggest answers to some questions raised by the study of religions and beliefs.</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p>	<p><u>Enquiring, Investigation and Interpreting</u> Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>		
<p><u>Beliefs and Teachings</u> Describe some religious beliefs and teachings of religions studied, and their importance.</p>	<p><u>Beliefs and Teachings</u> Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</p>	<p><u>Beliefs and Teachings</u> Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>		
<p><u>Practices and Lifestyle</u> Describe how some features of religions studied are used or exemplified in festivals and practices.</p>	<p><u>Practices and Lifestyle</u> Show understanding of the ways of belonging to religions and what these involve.</p>	<p><u>Practices and Lifestyle</u> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p>		

<p><u>Expression and Language</u> Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p>	<p><u>Expression and Language</u> Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p>	<p><u>Expression and Language</u> Explain how some forms of religious expression are used differently by individuals and communities.</p>		
<p><u>Identity and Experiences</u> Compare aspects of their own experiences and those of others, identifying what influences their lives</p>	<p><u>Identity and Experiences</u> Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p>	<p><u>Identity and Experiences</u> Make informed responses to questions of identity and experience in the light of their learning.</p>		
<p><u>Meaning and Purpose</u> Compare their own and other people's ideas about questions that are difficult to answer.</p>	<p><u>Meaning and Purpose</u> Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p>	<p><u>Meaning and Purpose</u> Make informed responses to questions of meaning and purpose in the light of their learning.</p>		
<p><u>Values and Commitments</u> Make links between values and commitments, including religious ones, and their own attitudes or behavior.</p>	<p><u>Values and Commitments</u> Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p><u>Values and Commitments</u> Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>		
Common Misconceptions		Key People Studied		
<ul style="list-style-type: none"> ● What does each religion believe? ● What is the holy book of each religion? ● Where is the place of worship for each religion? ● What are some sacred stories from each religion? 		<p>Jesus God Prophet Mohammad Mahatma Gandhi Rama and Sita Lakshmi Ganesh Vishnu Shiva</p>		
Assessment Opportunities/Final Assessment				

- Work in books.
- Opportunities for children to demonstrate how they have learnt **from** religion as well as **about** religion
- Assessment documents in the Wakefield Agreed Syllabus

Other