

Year 4	Autumn	Spring	Summer
<b>Theme</b>	<p><b>Autumn</b></p> <p>L2.5 What or who is ‘God’ and how is the divine understood in theistic worldviews?  <b>Religions: Christian, Muslim, Sikh, Hindu, Non-religious</b></p>	<p><b>Spring</b></p> <p>L2.6 Do you have to be part of a community to express an organised worldview?  <b>Religions: Christian, Sikh, Non-religious, Hindu</b></p>	<p><b>Summer</b></p> <p>L2.7 How have religion and history entwined in this area?  <b>Religions: Christian, non-religious,</b></p>
<b>Prior Knowledge</b>	<p>Unit K1.4 Who is Jesus? (1) unit on Jesus as one person of the trinity.</p> <p>Unit K1.5 The concept of God and the concept that some people don’t have faith in a deity as part of their worldview, ideas about God from Christian, Muslim and Sikhi worldviews.</p>	<p>Unit F1 Celebrations from organised worldviews.</p> <p>Unit K1.3 Celebrations and ceremonies that can indicate belonging.</p> <p>Unit K1.4 Knowledge about Jesus &amp; his centrality within Christian worldviews.</p> <p>Unit KS1.6 What is important to different people within a range of worldviews.</p>	<p>Unit K1.6 Coventry Blitz and the story of Coventry Cathedral.</p> <p>Prior visits to places of worship in the locality and their engagement and history with the local community.</p> <p>Knowledge gained in other curriculum areas on important figures from history who lived locally e.g. William Shakespeare, George Eliot.</p>
<b>Sequence of lessons</b>	<p><b>Autumn 1</b></p> <p><b>Lesson 1</b>  <u>In a worldview, who holds power?</u>  <b>(COMPLETE WV CHECKPOINT)</b>                      Revise what is meant by the term worldview and how we can categorise worldviews.</p> <p><b>Lesson 2</b>  <u>What do most Christians believe about God?</u>                      Think about what most Christians believe about God.</p> <p><b>Lesson 3</b></p>	<p><b>Spring 1</b></p> <p><b>Lesson 1</b>  <u>Are all individual worldviews aligned with an organised worldview?</u>  <b>(COMPLETE WV CHECKPOINT)</b>                      Pupils will use a role on the wall to show people/role models, place, things that have helped or shaped them.</p> <p><b>Lesson 2</b>  <u>Can you be a Christian without going to church?</u>                      Why do people go to Church? – What reasons do people give for going to Church?</p>	<p><b>Summer 1</b></p> <p><b>Lesson 1</b>  <u>How can we find out about religion and worldviews in the past?</u>  <b>(COMPLETE WV CHECKPOINT)</b>                      A look into different ‘clues’ we can use to find out about worldviews from the past.</p> <p><b>Lesson 2</b>  <u>What might Shakespeare’s worldview have been?</u>                      A study into Shakespeare and Elizabethan worldviews.</p> <p><b>Lesson 3</b></p>

	<p><u>What is the Holy Trinity?</u> Explore the language of the Holy Trinity and look at symbols that capture that thinking.</p> <p><b>Lesson 4</b> <u>What do the words ‘Imago Dei’ mean?</u> God the Father is sometimes referred to as Creator God by those with Christian Worldviews. Explore the meaning of this in the context of Genesis 1.</p> <p><b>Autumn 2</b></p> <p><b>Lesson 1 &amp; 2</b> <u>What do most Muslims believe about God?</u> <b>(COMPLETE WV CHECKPOINT)</b> Explore the Sanatan Dharmic concept of puja (worship) and how this usually concentrates on one form (avatar) of the Hindu concept of God.</p> <p>This will take two lessons. Share the Shahadah with pupils and contextualise as the first pillar of Islam.</p> <p><b>Lesson 3</b> <u>What might Jewish people believe about God?</u> Use SACRE clips to provide insights into Jewish Worldviews and belief in God.</p> <p><b>Lesson 4</b> <u>Who is the Divine in the Sikh worldview?</u></p>	<p><b>Lesson 3</b> <u>Can you be a Christian online?</u> Pupils will hold a debate after considering the development of digital media and how it is affecting places of worship.</p> <p><b>Lesson 4</b> <u>Do all Sikhs wear the 5 Ks?</u> Study the three kinds of Sikhs and the explanations behind each of these.</p> <p><b>Lesson 5 (Sikh Layover unit)</b> <u>What influence do the Gurus have for those with Sikh worldviews</u> Explore the concept of guru and the Guru Granth Sahib.</p> <p><b>Spring 2</b></p> <p><b>Lesson 1</b> <u>What is a Gurdwara?</u> <b>(COMPLETE WV CHECKPOINT)</b> Explore the central role of the Gurdwara in the Sikh community.</p> <p><b>Lesson 2 (Layover unit)</b> <u>Are all Muslims living life in the same way?</u> Pupils will explore the five pillars of Islam and their meanings.</p> <p><b>Lesson 3</b> <u>Do all Muslims pray 5 times a day?</u> Pupils will analyse a news article, discussing questions they might ask someone with Muslim worldviews.</p> <p><b>Lesson 4</b> <u>Do you have to go to a place of worship to worship and pray?</u></p>	<p><u>What are the religious roots of Coventry and Warwickshire?</u> A study into Lady Godiva and St Mary’s Priory, Coventry</p> <p><b>Lesson 4</b> <u>What happens when two similar worldviews collide?</u> <b>(COMPLETE WV CHECKPOINT)</b> A study into the conflict between Protestant and Catholic Christians in the past and the impact that had locally.</p> <p><b>Summer 2</b></p> <p><b>Lesson 1</b> <u>What was George Eliot’s Worldview?</u> Explore George Eliot’s worldview alongside Humanist worldviews.</p> <p><b>Lesson 2</b> <u>Is Coventry really a city of reconciliation?</u> Explore Coventry as a city of Peace and Reconciliation</p> <p><b>Lesson 3</b> <u>How and why have other faith communities thrived in this area?</u> A study into the local faith communities and how they have thrived in the local area.</p> <p><b>Lesson 4</b> <u>What is the evidence of worldviews past and present in our local area and how to we find it?</u> <b>(COMPLETE WV CHECKPOINT)</b> A study into the local faith communities and how they have thrived in the local area.</p>
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	<p>Explore the Sikh concept of the divine (Waheguru) including a Sikh scholar explaining what the Sikh concept of God is like.</p> <p><b>Lesson 5</b> How do Hindus worship God? Explore the Sanatan Dharmic concept of puja (worship) and how this usually concentrates on one form (avatar) of the Hindu concept of God.</p> <p><b>Lesson 6</b> What are some arguments for and against God’s existence? <b>(COMPLETE WV CHECKPOINT)</b> Discuss the possible evidence to support the possible existence of God with pupils and the evidence for there not being a God.</p>	<p>Use the case studies from SACRE to explore communal worldviews in two religious traditions.</p> <p><b>Lesson 5</b> What if you aren’t religious at all – where can you find meaning? <b>(COMPLETE WV CHECKPOINT)</b> A look at Humanism through a Humanist family worldview and the Understanding Humanism site.</p>	
<p><b>Key Vocab</b></p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Divine</li> <li>• Deity</li> <li>• Theistic</li> <li>• Monotheistic</li> <li>• Polytheistic</li> <li>• Pantheistic</li> <li>• Non-theistic</li> <li>• Worship</li> <li>• Absolute</li> <li>• Holy Trinity</li> <li>• Prophet</li> <li>• Transcendent</li> <li>• Immanent</li> <li>• Genderless</li> <li>• Eternal</li> <li>• Puja</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Sahajdhari</li> <li>• Keshdhari</li> <li>• Khalsa</li> <li>• Amrit</li> <li>• Langar Aid</li> <li>• Gurdwara</li> <li>• Organised worldview</li> <li>• Mezuzah</li> <li>• Shabbat</li> <li>• Synagogue</li> <li>• Personal worldview</li> <li>• Communal worldview</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Ritual</li> <li>• Monastery</li> <li>• Catholic</li> <li>• Dissolution</li> <li>• Metta</li> <li>• Sewa</li> <li>• Reconciliation</li> <li>• Century</li> <li>• Priory</li> <li>• Medieval</li> <li>• Protestant</li> <li>• Humanist</li> <li>• Dhukka</li> <li>• Synagogue</li> <li>• Chaplaincy</li> </ul>

	<ul style="list-style-type: none"> <li>• Avatar</li> <li>• Soul</li> </ul>		
<p style="text-align: center;"><b>Challenge</b></p>	<p><b><u>Autumn 1</u></b></p> <p><b><u>Lesson 1</u></b> In a worldview, who holds power? Who or what has power in your life?</p> <p><b><u>Lesson 2</u></b> How does the belief in God shape the way that many Christians live?</p> <p><b><u>Lesson 3</u></b> Pupils can capture the concept of the Holy Trinity in their own symbol/diagram – how can they show diversity and unity and the ‘three-in-oneness’ of God in Christian worldviews.</p> <p><b><u>Lesson 4</u></b> Pupils will be able to make a glossary of terms to go with important verses</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Lesson 1</u></b> Pupils might go beyond the family, friends, social media, books, faith traditions in the infographic.</p> <p><b><u>Lesson 2</u></b> Pupils will be able to justify their thoughts, giving meaningful reasons.</p> <p><b><u>Lesson 3</u></b> Pupils can explore the game: Guardians of Ancora, a scripture union. What do they think of it? Would they play it now they have seen it? Why/Why not?</p> <p><b><u>Lesson 4</u></b> Pupils will provide their own research to complete a more in-depth study of Amrit.</p> <p><b><u>Lesson 5</u></b></p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Lesson 1</u></b> Can pupils make links between the four ways and reason how some may be intertwined.</p> <p><b><u>Lesson 2</u></b> Consider the evidence presented and what evidence would be of their own worldview at this time and at this age. Where would historians find it?</p> <p><b><u>Lesson 3</u></b> Create a storyboard, showing how the priory was founded and its significance through history.</p> <p><b><u>Lesson 4</u></b> Pupils will take the history of the three enquiries and show how this could have impacted on the local area.</p>

	<p>from Gen 1-2 for those with Christian Worldviews.</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Lessons 1 &amp; 2</u></b> Explore the understanding of Allah for those with Muslim worldviews and why they are important for Islamic living.</p> <p><b><u>Lesson 3</u></b> Pupils to consider how a Jewish belief in God might lead to specific actions. ‘What would people with Jewish worldviews say and do towards others if they understand God in this way (as a loving God who is the source of everybody and everything)?’</p> <p><b><u>Lesson 4</u></b> Create a leaflet explaining the Sikh understanding of the divine.</p> <p><b><u>Lesson 5</u></b> Think about the differences between home and Mandir worship.</p> <p><b><u>Lesson 6</u></b> Write own reasons about the existence or non-existence of God or come up with philosophical positions.</p>	<p>Pupils will create an enquiry into all ten gurus. Pupils will dive deeper into the Guru Granth Sahib, learning how the holy book is treated within the Sikh Worldview.</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1</u></b> Pupils will make links with the Gurdwara as not only part of a religious worldview, but also personal and communal.</p> <p><b><u>Lesson 2</u></b> Pupils will make links with lived experiences of those with Muslim worldviews. For example, not all Muslims pray 5 times a day or do a total fast during Ramadan as the lived experience varies.</p> <p><b><u>Lesson 3</u></b> Pupils explore Muslim prayer apps, using prior learning from earlier in unit. Pupils design an app for a Muslim who did not want/could not go to Mosque for prayer.</p> <p><b><u>Lesson 4</u></b> Draw together the similarities and differences between the worship of the two religions.</p> <p><b><u>Lesson 5</u></b> Explain what others favourite and least favourite subjects are.</p>	<p><b><u>Summer 2</u></b></p> <p><b><u>Lesson 1</u></b> link between Eliot’s worldviews and Humanist. Explore why she agreed to attend church even after leaving the Christian worldview.</p> <p><b><u>Lesson 2</u></b> Pupils can make links and explain how this is significant in promoting peace and reconciliation.</p> <p><b><u>Lesson 3</u></b> Pupils research will make links to prior learning or visits to places of worship.</p> <p><b><u>Lesson 4</u></b> Document the religious history of the local area (use Faith in Town resources – Syllabus link)</p>
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Suggested outcomes	<p><b><u>Autumn 1</u></b></p> <p><b><u>Lesson 1</u></b> Pupils look up the words ‘authority’ and ‘power’. Create simple spider diagrams, using a thesaurus to find synonyms and antonyms. Reflect on the word power. What does it mean to them?</p> <p><b><u>Lesson 2</u></b> Use existing knowledge to answer the question: What do most Christians believe about God? Use videos to show different Christian worldviews. Pupils add to/change their initial responses.</p> <p><b><u>Lesson 3</u></b> Discuss: Do all Christians believe the same thing about God? Explore the language of the Holy Trinity and look at some symbols to capture this thinking.</p> <p><b><u>Lesson 4</u></b> Use class discussion to prepare a simple survey for those with Christian Worldviews. Discuss why ‘Imago Dei’ might be important for living in today’s world.</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Lessons 1 &amp; 2</u></b> Explore the declaration (SACRE resource) and why it has meaning in the lives of those in Muslim worldviews.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Lesson 1</u></b> Pupils will use a gingerbread outline to complete a role on the wall to show how certain things have shaped them and their own worldview. Move on to include the way their personal worldview overlaps with an organised worldview.</p> <p><b><u>Lesson 2</u></b> Pose the question: Can you be a Christian without going to Church? What do pupils think? Can they explain/justify their thinking? Ask the question again after showing (SACRE resource) video. Do they have the same opinion after watching? Why/Why not?</p> <p><b><u>Lesson 3</u></b> Pupils will explore how some churches have turned to the internet as a way of connecting with and supporting each other. Pupils will look more into the hybrid approach: prayer meetings on zoom, worship in person on a Sunday as well as being live streamed through digital media. Hold a debate after learning the facts, pros and cons.</p> <p><b><u>Lesson 4</u></b> Pupils explore the different types of Sikhs and the significance of the Amrit ceremony, finding out about the 5Ks. Pupils create a leaflet explaining Amrit and its significance for some Sikhs, or a leaflet explaining the three types of Sikhs.</p> <p><b><u>Lesson 5</u></b></p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Lesson 1</u></b> Pupils will look into the four ways we can find out about religion in the past: Art and architecture, Religious texts, Burial customs and rituals, Law and governance.</p> <p><b><u>Lesson 2</u></b> Investigate worldviews in Elizabethan times where faith and superstition were often mixed together. Use resources to explore what Shakespeare’s worldview might have been.</p> <p><b><u>Lesson 3</u></b> Pupils learn the story behind Lady Godiva and the Priory (where the cathedral now stands).</p> <p><b><u>Lesson 4</u></b> Study the establishment of the Church of England, the Dissolution of the Monasteries and The Gunpowder plot. Suggest how these increased the tensions between Catholic and Protestant Christians.</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Lesson 1</u></b> Explore George Eliot’s life – raised in an Anglican home but began to critique Christianity and become interested in Unitarianism.</p> <p><b><u>Lesson 2</u></b> Pupils study the notable examples of how being from Coventry and Warwickshire is often expressed through practical examples.</p>

	<p><b><u>Lesson 3</u></b> Summarise the videos watched in up to two paragraphs answering the question ‘What do many Jewish people believe about God?’</p> <p><b><u>Lesson 4</u></b> Discuss the question: How might the concept of Waheguru as genderless make God easier for people with Sikh worldviews to understand the divine and feel connected to it?</p> <p><b><u>Lesson 5</u></b> Research a selection of Hindu gods. Describe a Hindu puja (SACRE resource).</p> <p><b><u>Lesson 6</u></b> Sort cards into arguments for/against the existence of a God. Use as a source for discussion, to scaffold children’s understanding of the question and of their own thoughts/beliefs.</p>	<p>Use a video clip to introduce pupils to the ten gurus of Sikhi. Remind that gurus are special teachers and recap learning on Guru Nanak as the first guru. Explain that the tenth guru named the Guru Granth Sahib as the living Guru. Pupils will discuss the question: Can anyone read the Guru Granth Sahib?</p> <p><b><u>Spring 2</u></b></p> <p><b><u>Lesson 1</u></b> Explore the different examples of ‘selfless service’ using the Langar Aid website. Explore an individual Sikh worldview, focusing on why the Gurdwara is important to them.</p> <p><b><u>Lesson 2</u></b> Pupils will explore the sub question: What is challenging about being a Muslim? After learning what the five pillars represent and how many people with Muslim worldviews strive to achieve all five.</p> <p><b><u>Lesson 3</u></b> Pupils will compare the latest census data to the news article and make comparisons. Pupils will create questions for a class survey which could be distributed to local Muslim communities.</p> <p><b><u>Lesson 5</u></b> Watch the clips which introduce both Jewish and Hindu religious worldviews. Pupils create a leaflet on ‘Worship in Communal Worldviews: The Family’ where they show the practices often followed by Jewish or Hindu families in terms of worship.</p>	<p><b><u>Lesson 3</u></b> Use an iPad/Chromebook to research two other faith communities in the local area (Sikh/Hindu). Use their research to create a PowerPoint detailing how they have thrived in the local area.</p> <p><b><u>Lesson 4</u></b> Create a ‘worldviews map’ of the local area. Add any important building and symbols representing different worldviews.</p>
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<p><b>Additional Experiences</b></p>	<p><u>Autumn 1</u> Harvest Service</p>  <p><u>Autumn 2</u> Christmas Service</p> 	<p><u>Spring 1</u> Visit to a place of worship</p> <p><u>Spring 2</u> Easter Service</p> 	<p><u>Summer 1</u> Nicholas Chamberlaine Day ‘Bun Day’</p> <p><u>Summer 2</u> End of year Church service</p>