



Year Group – 5

Subject - RE

Portfields Primary School Medium Term Plan

Topic – Why are some places in the world significant to believers?

Term – Spring 1



National Curriculum	Religious Education Council Curriculum Framework	Key Questions	Assessment Statements	Key Vocabulary	Real Life Links																		
<p>The Non-Statutory National Framework for RE suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Britain by the end of key stage 3, having explored Christianity, as one of these faiths, in each key stage.</p>	<p>A1: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.            A2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs            A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.            B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.            B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.            B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.            C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.            C2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.            C3: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<ul style="list-style-type: none"> <li>- What can make a place significant?</li> <li>- How can religious events make a place significant?</li> <li>- What makes the Harmandir Sahib significant to many Sikhs?</li> <li>- How can a river be a goddess?</li> <li>- Can relics make a place significant?</li> <li>- Who can visit significant places?</li> </ul>	<p>Some religious people think higher places, like mountains, are more connected to God. This is because of the idea that Heaven - where God is - is above Earth.</p> <p>Jerusalem and it's importance to different religions:</p> <ul style="list-style-type: none"> <li>- Judaism - Jewish people were once exiled and returned to build a permanent temple.</li> <li>- Christianity - Jerusalem is the city where Jesus lived.</li> <li>- Islam - Jerusalem is called The Holy Land by Allah.</li> </ul> <p>At the Harmandir Sahib, people learn Sikh teachings like sharing, helping others, equality, remembering God, and being kind to everyone.</p> <p>The River Ganges is holy for Hindus, used for prayers, and important to everyone because it gives water, life, and supports nature.</p> <p>A relic is a special object from the past. A replica is a copy. Relics are important in religion because they remind people of holy things.</p> <p>Some people believe only certain people should visit special religious places because they think these places are sacred or should be respected in a special way, which some tourists might not do.</p>	<p>authentic cleansing covenant descendants diaspora exile holy pilgrimage relic replica sacred shrine significant</p>	<p>Religious Population of:</p> <ol style="list-style-type: none"> <li>1. Newport Pagnell <a href="#">Click Here</a></li> <li>2. Milton Keynes <a href="#">Click Here</a></li> <li>3. The world <a href="#">Click Here</a></li> <li>4. Pupil population by religion</li> </ol> <table border="1" data-bbox="2537 514 2843 730"> <thead> <tr> <th>Religion</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Catholic</td> <td>5.9%</td> </tr> <tr> <td>Buddhist</td> <td>0.2%</td> </tr> <tr> <td>Christian</td> <td>26%</td> </tr> <tr> <td>Hindu</td> <td>2.9%</td> </tr> <tr> <td>Muslim</td> <td>2.9%</td> </tr> <tr> <td>Sikh</td> <td>0.5%</td> </tr> <tr> <td>Other religion</td> <td>8.8%</td> </tr> <tr> <td>No religion</td> <td>52.8%</td> </tr> </tbody> </table>	Religion	Percentage	Catholic	5.9%	Buddhist	0.2%	Christian	26%	Hindu	2.9%	Muslim	2.9%	Sikh	0.5%	Other religion	8.8%	No religion	52.8%
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<p>Milton Keynes Agreed Syllabus for Religious Education</p>	<p><b>Substantive Knowledge</b></p>	<p><b>Disciplinary Knowledge</b></p>	<p><b>Orange Paper Questions</b></p>	<p><b>Technical Vocabulary</b></p>	<p><b>Key Religions (KS2 Facts)</b></p>																		
<p><b>Believing</b>  <b>How do people's beliefs about God, the world and others impact on their lives?</b>  <b>How do sacred texts and other sources help people to understand God, the world and human life?</b>  <b>Behaving</b>  <b>Why and how are people influenced and inspired by others?</b>  <b>What influences the ways people behave and what is expected of a person in following a religion or belief?</b>  <b>Belonging</b>  <b>Why, where and how do people worship?</b>  <b>How and why are religious and spiritual ideas</b></p>	<p>To know:</p> <ul style="list-style-type: none"> <li>- Some of the ways that history, geography and leadership influence people's worldviews.</li> <li>- Leadership and authority can impact people's worldviews.</li> <li>- Some people believe leaders are anointed (chosen by God).</li> <li>- Reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</li> <li>- Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</li> <li>- The community or group someone is part of shapes their sense of belonging.</li> <li>- Some places are of particular significance due to historical, cultural and geographical reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting expressions of the same concept by people whose worldview differs.</li> <li>• Interpreting expressions of the same concept by people with the same worldview.</li> <li>• Exploring why people from the same religion may disagree.</li> <li>• Understanding and evaluating the value of diversity within religions and worldviews.</li> <li>• Evaluating links between religious and non-religious traditions, beliefs and practices.</li> <li>• Identifying increasingly subtle links with prior learning when encountering new content.</li> <li>• Considering the thoughts, feelings, experiences, beliefs and values of others.</li> <li>• Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</li> <li>• Using complex vocabulary confidently and in different contexts.</li> <li>• Finding out about Religion and worldviews through exploring stories or scriptures, analysing texts, debating and discussing, looking at photographs and images, using first-hand accounts, using video or audio footage, and using maps.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do some religious people think higher places are more connected to God? <i>They are seen as being closer to Heaven - where God is.</i></li> <li>2. Which three religions have Jerusalem as a special place? <i>Judaism, Christianity, Islam.</i></li> <li>3. Which of the following is a key Sikh special place? <i>Hermandir Sahib.</i></li> <li>4. True or false - the River Ganges is significant to Hindu people. <i>True.</i></li> <li>5. True or false - the River Ganges is significant to Muslim people. <i>False.</i></li> <li>6. True or false - the River Ganges is important to some non-religious people. <i>True.</i></li> </ol>	<p>Darbar Sahib Goddess Ganga Harmandir Sahib Israelites Pagan Promised Land stupa</p>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Holy book is the Bible.</li> <li>- Worship in churches,</li> <li>- Leaders may be called priests.</li> <li>- Celebrate Easter, Christmas &amp; Advent.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- Holy book is the Qu'ran.</li> <li>- Worship in Mosques.</li> <li>- Leaders may be called Imams.</li> <li>- Celebrate Eid and Ramadan.</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>- Holy book is the Hebrew Bible.</li> <li>- Worship in Temples.</li> <li>- Leaders may be called rabbis.</li> <li>- Celebrate Rosh Hashanah, Hanukah and Yom Kippur.</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Holy book is the Vedas.</li> <li>- Worship in Mandir.</li> <li>- Leaders may be called Gurus.</li> <li>- Celebrate Diwali &amp; Lunar New Year.</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>- Holy book is the Guru Granth Sahib</li> <li>- Worship in Gurdwaras</li> </ul>																		

<p>expressed and in the ways they are?</p>			<p>7. Why are relics important to religious people? <i>They remind them of holy things.</i></p> <p>8. Why do some people think tourists shouldn't visit special places? <i>They may not respect them like religious people do.</i></p>	<ul style="list-style-type: none"> <li>- Leaders may be called Gurus</li> <li>- Celebrate Sikh New Year.</li> </ul>
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**Important Information**

Lesson tasks should be designed to ensure the children can demonstrate an understanding of the Star Knowledge  
 Technical Questions should be taken from the blue sections within Kapow's lesson plans. Guidance is given as to suitable answers the children may give.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>	<b>Flashback Four</b>
<p><u>Last Lesson</u>            Why do depictions of Jesus vary? <i>Because artwork often serves as a mirror, reflecting the culture, traditions and values of the artist.</i></p> <p><u>Last Topic</u>            Before Jesus was born, people had an idea of what the Messiah would be like. Where does this idea come from? <i>Prophecies in the Old Testament.</i></p> <p><u>Last Year</u>            Why did people start writing down oral traditions? <i>So historical records could be made &amp; details wouldn't be lost.</i></p> <p><u>Previous Key Stage</u>            What did Jesus do to encourage people to help others? <i>Tell stories, like the Good Samaritan.</i></p>	<p><u>Last Lesson</u>            Why do some people think higher places are more connected to God? <i>Because heaven seen as being above Earth.</i></p> <p><u>Last Topic</u>            True or false - Jesus's missionaries were met with positivity wherever they went. <i>False.</i></p> <p><u>Last Year</u>            What is the main language used in Jewish religious texts? <i>Biblical Hebrew.</i></p> <p><u>Previous Key Stage</u>            Why do Humanist people believe we should care for others? <i>Because it makes the world happier and fairer.</i></p>	<p><u>Last Lesson</u>            Which three religions is Jerusalem a significant place for? <i>Judaism, Christianity &amp; Islam.</i></p> <p><u>Last Topic</u>            Can you name a common object found in a church? <i>Crucifix, stained glass window, statues of the Virgin Mary etc.</i></p> <p><u>Last Year</u>            Why was Arabic chosen as the language of the Qur'an? <i>Because it was the language of the people where it was first shared.</i></p> <p><u>Previous Key Stage</u>            True or false - a non-religious person can join in with a religious celebration. <i>True.</i></p>	<p><u>Last Lesson</u>            What do Sikhs learn at the Harmandir Sahib? <i>E.g. teachings like sharing, helping others, equality, remembering God, being kind to everyone.</i></p> <p><u>Last Topic</u>            Why did Martin Luther create a new branch of Christianity? <i>He was frustrated that worship in the church was not fair or inclusive.</i></p> <p><u>Last Year</u>            Why do some people learn the original language of their scripture? <i>To understand it better, feel closer to their faith and connect with its original teachings.</i></p> <p><u>Previous Key Stage</u>            Where do some Muslim people pray? <i>In a mosque.</i></p>	<p><u>Last Lesson</u>            The River Ganges is not important to non-religious people - true or false? <i>False.</i></p> <p><u>Last Topic</u>            Christian practices often show closeness to God and what? <i>Belonging to a community.</i></p> <p><u>Last Year</u>            Why did Guru Angad create Gurmukhi? <i>To make reading Sikh teachings easier for everyone.</i></p> <p><u>Previous Key Stage</u>            Name a way that one church might be different to another. <i>E.g. some churches have technology so people can watch services online.</i></p>	<p><u>Last Lesson</u>            Why are reflex important in religion? <i>They remind people of holy things.</i></p> <p><u>Last Topic</u>            Why do depictions of Jesus vary? <i>Because artwork often serves as a mirror, reflecting the culture, traditions and values of the artist.</i></p> <p><u>Last Year</u>            Why don't Muslims have art in their scripture? <i>They believe the Quran's words are most important and prefer not to draw pictures of God to show respect.</i></p> <p><u>Previous Key Stage</u>            Where do some Sikh people pray? <i>In a gurdwara.</i></p>
<p><u>Learning Objective</u>            To consider how height can make a place significant.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can identify places I consider significant.</li> <li>- I can reflect on how some people use and understand mountains.</li> <li>- I can discuss why some people may consider mountains to be sacred, significant or both.</li> </ul> <p><u>Star Knowledge</u>            Some religious people think higher places, like mountains, are more connected to God. This is because of the idea that Heaven - where God is - is above Earth.</p>	<p><u>Learning Objective</u>            To identify the importance of Jerusalem to different religions.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can explore scripture to find examples of significant places being mentioned.</li> <li>- I can list historical factors that contributed to the significance of Jerusalem.</li> <li>- I can discuss how Jerusalem is viewed across the Abrahamic religions.</li> </ul> <p><u>Star Knowledge</u>            Jerusalem and its importance to different religions:</p> <ul style="list-style-type: none"> <li>- Judaism - Jewish people were once exiled and returned to build a permanent temple.</li> <li>- Christianity - Jerusalem is the city where Jesus lived.</li> </ul>	<p><u>Learning Objective</u>            To explore the Harmandir Sahib.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can recall some of the Gurus' teachings.</li> <li>- I can discuss why the Harmandir Sahib is significant to many Sikhs.</li> <li>- I can explore images of the Harmandir Sahib to find examples of the Gurus' teachings.</li> <li>- I can consider whether the beauty of a place can make it significant.</li> </ul> <p><u>Star Knowledge</u>            At the Harmandir Sahib, people learn Sikh teachings like sharing, helping others, equality, remembering God, and being kind to everyone.</p>	<p><u>Learning Objective</u>            To investigate the significance of the River Ganges.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can explain why people from different worldviews see water as purifying and cleansing.</li> <li>- I can consider how images show the River Ganges' significance.</li> <li>- I can list reasons why someone might visit the River Ganges.</li> </ul> <p><u>Star Knowledge</u>            The River Ganges is holy for Hindus, used for prayers, and important to everyone because it gives water, life, and supports nature.</p>	<p><u>Learning Objective</u>            To find out about beliefs by investigating relics.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can define what a relic and a replica are.</li> <li>- I can consider what makes a relic significant.</li> <li>- I can explain why certain objects might be significant to people.</li> <li>- I can discuss the impact a relic may have on some people.</li> </ul> <p><u>Star Knowledge</u>            A relic is a special object from the past. A replica is a copy. Relics are important in religion because they remind people of holy things.</p>	<p><u>Learning Objective</u>            To evaluate who should have access to significant places.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>- I can recognise why a place can be important to members of a worldview.</li> <li>- I can discuss why people who are not from an associated worldview may benefit from visiting a significant place.</li> <li>- I can explore different perspectives about visiting significant places.</li> </ul> <p><u>Star Knowledge</u>            Some people believe only certain people should visit special religious places because they think these places are sacred or should be respected in a special way, which some tourists might not do.</p>

	- Islam - Jerusalem is called The Holy Land by Allah.				
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If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.