

Year 2 RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
1. Understanding Christianity – Salvation 2. Understanding Christianity - Incarnation 3. Islam – Being Human 4. Islam – Life journey 5. Thankfulness	- Understand how people say thank you and can show this through celebrations - Investigate how the Qur'an and Muslim faith and beliefs is demonstrated in Muslim life 3. Reflect upon the events of Easter and Christmas and make links to Christians' actions and beliefs	Basic	Adventurous	Technical
		festival celebrations community celebrate/ celebration birth heaven hope symbol worship Holy Week Easter Christmas nativity thankful Jesus' coming gratitude ceremony event community	ummah-community shahadah- statement of faith tawhid- oneness of God shariah- straight path Akhlaq-character, moral conduct zakat-charitable giving Prophet -messenger/ inspired teacher of the will of God shariah- straight path adhaan- call to prayer aqiqah ceremony- 7 days old belong Incarnation good Hadith- teachings of the Prophet Muhammed/ a daily source of guidance for Muslims apart from the Qur'an Qur'an- Muslim Holy Book	gratitude harvest Sukkot- festival of booths Judaism steward Prophet- messenger/ inspired teacher of the will of God Salvation Incarnation Resurrection crucifixion Gospel advent traditions significance Confirmation Ketubah- Jewish marriage contract Kiddush- Jewish blessing cup baptism Holy Communion guidelines laws parables Prophet Muhammad

Knowledge	
Substantive Knowledge	Disciplinary Knowledge
Islam: Being Human (Term 1-2) Belonging – what does it mean and why does it matter? How do Muslims follow the straight path? *Week 1 – retrieval from Y1 that there is one God = Allah *Week 2 that there are 99 names for Allah but not 100 as you can never really understand what God would be like *Week 2-3 The world and people are supposed to be in harmony *Weeks 4-6 The Prophet Muhammed receiving the Qur'an so he could support others following God. The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah). What does it mean to belong to the Ummah? How does this belonging to this community impact on the way Muslims believe? *Week 1 When a baby is born into a Muslim community (ummah), certain traditions are followed and carried out including traditionally naming the child after a prophet or important Muslim figure. *Week 2 Babies are traditionally given a name at this time *Week 3 What it means to be a Muslim child in Boston *Week 4 What it means to be a Muslim in Pakistan *Week 5-6 Disciplinary knowledge development Christianity (Term 3-4) Thankfulness: Do you only have to say thank you if you believe in God? *Week 1 Christians in Lincolnshire show thankfulness in September time because this is when we gather in the harvest. *Week 2 Christians in Lincolnshire create harvest displays ant the front of their churches *They give food to those who are less fortunate *Week 3 Christians in Lincolnshire celebrate by singing, giving donations and saying prayers. *Week 4 Christians in India: harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas * Week 5 Know what the painting Dalit Madonnna (Jyoti Sahi) is	<u>Understanding believers</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita). Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness). <u>Working as a community:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living Be able to identify that different people have different beliefs about the world around them. Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc) Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage. <u>Working as a thinker</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence Be able to ask questions about the world around them. Be able to make connections between using their senses and what they know about the world around them. Use reasons to support personal opinions about religions and beliefs

*Week 6 Know that it shows Mary and baby Jesus and is full of imagery of harvest time

*Make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus

Thankfulness (Including Christianity) Term 4

Week 1 Know that Jesus was a Jew

*Know that Jesus would have celebrated Sukkot- the festival of the booths.

**Jews believe in one god Yaweh*

**Jews believe that they are God's chosen people*

**Week 2 Know the story of Moses as a baby (Use the Prince of Egypt movie extracts)*

**Week 3 Know the story of the burning bush*

**Week 4 Know the story of the exodus*

**Week 5 Know that Jews remember the time in the desert by celebrating Sukkot – the festival of the booths. *Jews believe God protected Moses and the Israelites by providing food and shelter;*

**Week 6 Today Jews make sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; The festival involves four key points: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert.*

**Know that Jesus and his family would have celebrated Sukkot to thank God for protecting the Jewish people.*

Christianity (Term 5-6) Salvation

Who was Jesus according to Christians? Why does Easter matter to Christians? (link back to thankfulness)

*Week 1 Know that Easter is very important in the 'big story' of the Bible.

*Week 2 Jesus showed he was willing to forgive all people, even for putting him on the cross.

*Week 3 Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life.

*Week 4-6 Disciplinary skills development

Incarnation: Why does Christmas matter to Christians?

*Week 1 Christians believe that Jesus is God and that he was born as a baby in Bethlehem. * Week 2 The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). * Week 3 Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. * Week 4 -6 Disciplinary skills			
Concepts			
God	Behaviour	Holy Books	
End of Year Assessment			
Working at Expected		Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence		See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	