



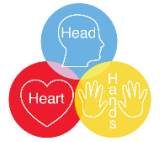
Year Two

Autumn

Crucial Knowledge- (Holy Books)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Know about the holy book in Christianity. • Know about the holy book in Islam. • Know the places of worship for Christianity and Islam. • Know the holy day and what they do on the holy day in both Christianity and Islam. • What happens in the place of worship during the holy day in both Christianity and Islam. • What happens in the places of worship during celebrations/ festivals for Christianity and Islam. • Name the religious leaders/ teachers within the place of worship. • Know how each religion pray to their God/Allah. 	<ul style="list-style-type: none"> • Parts of the Bible. • Parts of the Qu’ran. • Describe what religious leaders/ teachers do. • Parts of the places of worship. • How many times during the day do Muslims pray? • Know about the pilgrimage (Hajj). 	<ul style="list-style-type: none"> • Record their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ict. • Fact files. • Leaflets. • Label religious artefacts and places. • Pictures and captions. • Ordering pictures/ text.

Spring

Crucial Knowledge- (Religious stories)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Know some parables from the Christian faith (The Good Samaritan, The Lost Sheep, The Rich Fool, The Prodigal Son, The Flowers of the Field, The Lost Coin etc.). • Know what a moral is. • Identify the morals behind stories in the Christian faith. • Know some stories from the Islamic faith (The Crying Camel, Bilal and the Beautiful Butterfly, The Boy who Threw Stones at Trees, The Religious Man and the Shopkeeper, Ibrahim and the Fire, The gift of sands). • Identify the morals behind stories in the Islamic faith. • Retell religious stories. 	<ul style="list-style-type: none"> • Discuss and give opinions on morals and values, including their own. • Relate faith stories to familiar stories and their own experiences. • Comparing (similarities and differences in the teaching/moral) faith stories from different religions. 	<ul style="list-style-type: none"> • Record their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ict. • Fact files. • Leaflets. • Label religious artefacts and places. • Pictures and captions. • Ordering pictures/ text.



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| <ul style="list-style-type: none">• Look at faith stories to understand actions and consequences.• Understand that they have their own choices to make and begin to understand the concept of morals. | | |
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