**Year 2 R.E Curriculum – Summer Term 2**

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| **Theme: What makes some places sacred to believers?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Make sense of belief:**• Recognise that there are special places where people go to worship, and talk about what people do there• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship**Understand the impact**: • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe• Give simple examples of how people worship at a church, mosque or synagogue• Talk about why some people like to belong to a sacred building or a community**Make connections:** • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. | **Keyword** | Definition  | **Keyword** | Definition  | Speaking and listening- discussing, explaining and questioning. |
| Sacred |  A place/ object connected to God |  |  |
| Psalm | A sacred song/hymn |  |  |
| Hymn | A religious song/poem of praise to God  |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| How should we care for the world and for others, and why does it matter? Year 1 | How and why do people try to make the world a better place? |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To consider which places are special to pupils and how some places are considered holy/sacred to some people.
 | * Churches, synagogues and mosques are considered to be holy/sacred places.
* To know what these holy places look like inside.
 | * Investigative and reflective skills
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| 1. To explore the main features of the holy places including a church and one other place of worship.
 | * Know the main features inside a church and in other place of worship.
 | * Investigative skills
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| 1. To identify similarities and differences between places of worship.
 | * Know how places of worship are similar and different and how they are used (to be peaceful and close to God)
 | * Analysing and interpretive skills
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| 1. To explore how music is used by different religious believers.
 | * Music is used as a way of worshiping and praising God (Christians and Jews use psalm, hymns and prayers).
 | * Interpretive skills
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| 1. To understand the idea of community, holy buildings can be seen a place for God and community as well as schools /libraries.
 | * Know places can be used to encourage a sense of ‘community’.
 | * Evaluation and synthesising skills
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| **Themes** | **Where these are covered:** |
| **Make sense of belief** | * Lesson 1 and 2
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| **Understand the impact** | * Lesson 2, 3 and 4
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| **Make connections** | * Lesson 5
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