**Year 4 R.E Curriculum – Autumn Term 2**

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| **Theme: What do Hindus believe God is like?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief:**  • Identify some Hindu deities and say how they help Hindus  describe God  • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God  • Offer informed suggestions about what Hindu murtis express about God  **Understand the impact:**  • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)  • Identify some different ways in which Hindus worship  **Make connections:**  • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the  world today  • Make links between the Hindu idea of everyone having a  ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning. |
| Hinduism | The belief in a supreme God Brahman. | Trimurti | The three forms of God that make up the Hindu Trimurti are Brahma the creator, Vishnu the preserver and Shiva the destroyer. |
| Aum | The Aum, the most important Hindu symbol, which represents Brahman and the universe. | Diwali | The festival is about light (or good) triumphing over dark (or evil), which is one reason why people light oil lamps. |
| Brahman | Brahman is the Ultimate Reality, the supreme God. |  |  |
| Deities | A deity is a supernatural being, like a god or goddess, that is worshipped by people who believe it controls or exerts force over some aspect of the world. |  |  |
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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?* | | |
|  | | | | | What does it mean to be a Hindu in Britain today? (Year 4 Spring term) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To explore the symbol ‘Aum’, know it is made of 3 sounds and the symbol and sounds represent Brahman (God). | | * Know the Hindu symbol ‘Aum’ | | | | * Investigative skills | |
| 1. To reflect on different aspects of themselves (pupil, football player, friend etc). Introduce the Trimurti – Brahman, Vishnu and Shiva. | | * Know the Trimurti is 3 forms of the God Brahman. | | | | * Investigative skills | |
| 1. To explore different pictures of Hindu deities and find common or distinctive features for each. What aspect of Brahman do they reflect? | | * Know common and distinctive features of the Hindu deities. | | | | * Investigative and interpretive skills | |
| 1. To think about life cycles (e.g. plants). Think about death in the cycle and connect Brahman (creator), Vishnu (Preserver) and Shiva (Destroyer) into the context of life cycles. | | * Know how the Trimurti fit into the concept of life cycles. | | | | * Analysing skills | |
| 1. To explore the story of Rama and Sita. | | * Know the story of Rama and Sita. | | | | * Investigating/ interpreting skills | |
| 1. To introduce the festival of Diwali. | | * Know how Hindus celebrate the festival of Diwali. | | | | * Investigating skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1-4 | | | | | | |
| **Understand the impact** | * Lesson 3, 5, 6 | | | | | | |
| **Make connections** | * Lesson 4 | | | | | | |