**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
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| 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
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| 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
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| 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
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| 1. To explore the story of Rama and Sita.
 | * Know the story of Rama and Sita.
 | * Investigating/ interpreting skills
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| 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
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| **Understand the impact** | * Lesson 3, 5, 6
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| **Make connections** | * Lesson 4
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