

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Y6	SUBJECT: RE WHY DOES RELIGION LOOK DIFFERENT AROUND THE WORLD?		
WEEK 1 DATE: WB 02.09.24	WEEK 2 DATE: WB 09.09.24	WEEK 3 DATE: WB 16.09.24	WEEK 4 DATE: WB 23.09.24	WEEK 5 DATE: WB 30.09.24	WEEK 6 DATE: WB 07.10.24
<p>LO: To recognise the importance of words used to describe God.</p> <p>Success Criteria: I I can discuss different ways people may describe God. I can explain the meaning and origin of the prefix 'omni'. I can create a visual representation to remember new words.</p> <p>Main Event: <i>Presentation: Words beginning with 'omni-', and read the words aloud. In pairs, allow the children to find clues within the words to help them decipher the meanings. Explain that omnipresent means 'all-seeing' or 'everywhere'. Allow the children time to determine what the prefix 'omni-' means (all)</i></p> <p>Support: Could be provided with an outline of the omni-words for the children to add illustrations to</p> <p>Challenge: Could find other extracts or scriptures where these attributes are expressed.</p>	<p>LO: To identify the similarities and differences between some Abrahamic religions.</p> <p>Success Criteria: I can recall the origins of the Abrahamic religions. I can explore extracts from scriptures and first-hand accounts to make links between beliefs. I can explain why there are similarities between different religions</p> <p>Main Event: Play the <i>Pupil video: Abrahamic religions part 1</i> and discuss the questions as a class. Create a two-column table on the flipchart or whiteboard and label the columns 'similarities' and 'differences'. Ask the children to copy the table into their books or onto mini whiteboards</p> <p>Support: Gather similarities between each religion by re-watching the videos.</p> <p>Challenge: Explore the similarities and differences of each fact to deepen their comparisons,</p>	<p>LO: To identify why some mitzvot have been adapted.</p> <p>Success Criteria: I can recognise rules many Jewish people follow during Shabbat. I can identify how someone can fulfil mitzvot in the present day. I can suggest how and why someone may need to adapt their practice.</p> <p>Main Event: Watch video, my religion, my life, Shabbat. Class discussion about jobs and work people in ancient civilisation have carried out. Display Jewish teachings. Ask the children to consider how these rules might apply to the modern world and as a class, discuss the questions</p> <p>Support: use the <i>Activity: Melachot</i> (support), which has discussion points and sentence starters to help answer the question: 'Why does Shabbat look different around the world?'</p> <p>Challenge: Could be encouraged to think about the impact that tradition and culture has on a Jewish person's approach to the melachot</p>	<p>LO: To explain reasons why traditions can vary within a religion.</p> <p>Success Criteria: I can recognise traditional practices that some Jewish people observe during Shabbat.</p> <p>I can analyse how the features of a country or region can influence the way a Jewish community practises Shabbat.</p> <p>I can make links between a traditional Jewish meal and a denomination using what I know about their cultural origin.</p> <p>Main Event: Ingredient of traditional meals research Ask the children to note the main ingredients in the recipes on sticky notes (for example, potatoes, salad, fruit or root vegetables) and keep these to refer to later in the lesson</p> <p>Support: use the <i>Resource:</i> which includes traditional ingredients for Ashkenazi and Sephardi recipes</p> <p>Challenge: traditional meals from different countries and how these could be prepared for Friday Dinner.</p>	<p>LO: To recognise how some religious practices are influenced by both culture and scripture.</p> <p>Success Criteria: I can explain how religious and political views affect the style of kippot. I can suggest reasons for a person's choice to wear a kippah. I can discuss the importance of head coverings</p> <p>Main Event: Discuss types of headwear people of other religions may wear. Visit 'the Jewish museum' link and discuss what they see. Watch video about Jewish men wearing a kippah. Children to record notes.</p> <p>Support: Use resource sheet to identify which Jewish denominations may wear certain kippot.</p> <p>Challenge: think about or research why Christians generally remove their head coverings or hats when entering the Church to pray</p>	<p>LO: To discuss reasons why someone may choose to cover their hair</p> <p>Success Criteria: I can identify religious and cultural examples of hair coverings. I can explain why someone might choose to cover their hair. I can offer justified advice</p> <p>Main Event: Display slide 1 of the <i>Presentation: Headwear</i>, which shows three examples of different styles of head coverings. Point out that the Arabic word hijab means 'partition' or 'barrier' but in Islam the meaning is broader and relates to the modesty of dress. Ask the children to share what they already know about head coverings with their partner and then take feedback.</p> <p>Support: Stem sentences on headwear</p> <p>Challenge: Apply their learning to challenge social boundaries.</p>

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<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>
Aayat	Amelia	Aayat	Amelia	Aayat	Amelia	Aayat	Amelia	Aayat	Amelia	Aayat	Amelia
Ahmed Raza	Anas	Ahmed Raza	Anas	Ahmed Raza	Anas	Ahmed Raza	Anas	Ahmed Raza	Anas	Ahmed Raza	Anas
Ayana	Arooj	Ayana	Arooj	Ayana	Arooj	Ayana	Arooj	Ayana	Arooj	Ayana	Arooj
David O	Ayaan	David O	Ayaan	David O	Ayaan	David O	Ayaan	David O	Ayaan	David O	Ayaan
Kofi	Azhin	Kofi	Azhin	Kofi	Azhin	Kofi	Azhin	Kofi	Azhin	Kofi	Azhin
Kundhanasri	Cozmina	Kundhanasri	Cozmina	Kundhanasri	Cozmina	Kundhanasri	Cozmina	Kundhanasri	Cozmina	Kundhanasri	Cozmina
Lacie	Ethan	Lacie	Ethan	Lacie	Ethan	Lacie	Ethan	Lacie	Ethan	Lacie	Ethan
Lukmaan	Faatiha	Lukmaan	Faatiha	Lukmaan	Faatiha	Lukmaan	Faatiha	Lukmaan	Faatiha	Lukmaan	Faatiha
M.Faris	Hadi	M.Faris	Hadi	M.Faris	Hadi	M.Faris	Hadi	M.Faris	Hadi	M.Faris	Hadi
Mahnoor	Haroon	Mahnoor	Haroon	Mahnoor	Haroon	Mahnoor	Haroon	Mahnoor	Haroon	Mahnoor	Haroon
Maira	Ibraheem	Maira	Ibraheem	Maira	Ibraheem	Maira	Ibraheem	Maira	Ibraheem	Maira	Ibraheem
Mali	Laiba	Mali	Laiba	Mali	Laiba	Mali	Laiba	Mali	Laiba	Mali	Laiba
Mariam	Luis	Mariam	Luis	Mariam	Luis	Mariam	Luis	Mariam	Luis	Mariam	Luis
Maryam	Mario	Maryam	Mario	Maryam	Mario	Maryam	Mario	Maryam	Mario	Maryam	Mario
Mehr	Mohammed	Mehr	Mohammed	Mehr	Mohammed	Mehr	Mohammed	Mehr	Mohammed	Mehr	Mohammed
Mustafa	Musa	Mustafa	Musa	Mustafa	Musa	Mustafa	Musa	Mustafa	Musa	Mustafa	Musa
Omera	Noureddine	Omera	Noureddine	Omera	Noureddine	Omera	Noureddine	Omera	Noureddine	Omera	Noureddine
Rihan	Petra	Rihan	Petra	Rihan	Petra	Rihan	Petra	Rihan	Petra	Rihan	Petra
Rita	Rebeca	Rita	Rebeca	Rita	Rebeca	Rita	Rebeca	Rita	Rebeca	Rita	Rebeca
Safaa	Ruhi	Safaa	Ruhi	Safaa	Ruhi	Safaa	Ruhi	Safaa	Ruhi	Safaa	Ruhi
Urwa	Taybah	Urwa	Taybah	Urwa	Taybah	Urwa	Taybah	Urwa	Taybah	Urwa	Taybah
	Zahra Ka		Zahra Ka		Zahra Ka		Zahra Ka		Zahra Ka		Zahra Ka
	Zahra Kh		Zahra Kh		Zahra Kh		Zahra Kh		Zahra Kh		Zahra Kh