

TERM: Autumn 2		YEAR GROUP: Y6	SUBJECT: RE		
WEEK 1 DATE: WB 04.11.24	WEEK 2 DATE: WB 11.11.24	WEEK 3 DATE: WB 18.11.24	WEEK 4 DATE: WB 25.11.24	WEEK 5 DATE: WB 03.10.24	WEEK 6 DATE: WB10.10.24
<p>LO: To explore how places can influence the worship of different Hindu deities</p> <p>Success Criteria: I can explain how the geography of India can affect some Hindu beliefs. I can discuss why some people from the Hindu worldview worship different deities. I can locate some important religious places in India and discuss their significance.</p> <p>Main Event: Show pupil video. Ask the children to suggest what might influence the diversity within and across religions. Organise the children into pairs and provide each pair with a copy of the <i>Resource: Stories of Hindu deities</i> and the <i>Activity: Hindu deities</i>.</p> <p>Support: focus on just one or two stories</p> <p>Challenge: Research alternative stories linking each deity to a place; could consider other reasons that could affect diversity within religions and discuss how this may affect a Hindu family's chosen deity.</p>	<p>LO: To explore how some people maintain their Hindu identity in the UK.</p> <p>Success Criteria: I can suggest why there is diversity within Hindu practices. I can discuss how migration may affect the Hindu practices and traditions. I can list ways some Hindus feel a sense of belonging.</p> <p>Main Event: Explain that people from different backgrounds and beliefs come to the UK for various reasons. Watch presentation on migration. Put the children in groups of three and give each group a character case study from the <i>Resource: Living here and living there</i></p> <p>Support: read the extract from Priya when exploring the <i>Activity: Living here and living there</i></p> <p>Challenge: explore more than one extract from the <i>Activity: Living here and living there</i>; should consider the limitations when making conclusions from sources.</p>	<p>LO: To reflect on what it means to be part of the Sikh community by exploring different personal experiences.</p> <p>Success Criteria: I can discuss what it means to become an initiated Sikh. I can list different ways a Sikh may feel part of the community. I can explain what it means to be a Sikh to some people.</p> <p>Main Event: Watch 'the Khalsa' video. Children to discuss questions in pairs. Go through the presentation. Ask the children to highlight: How the person feels they are a Sikh in one colour. How the person feels connected to or committed to God in another colour</p> <p>Support: look at examples from Arjun and Maya in the <i>Activity: Belonging</i>.</p> <p>Challenge: Should make links between the diversity within other worldviews studied such as Hindu; should consider how identity and community are part of a worldview, as well as beliefs and religious views</p>	<p>LO: To analyse and understand festivals of light from different world views.</p> <p>Success Criteria: I can describe the themes of festivals of light from different worldviews. I can discuss the symbolism of different festivals of light. I can explain why different festivals of light are sometimes referred to by the same name.</p> <p>Main Event: Watch festivals of light presentation. Watch video of Guru Hargobind.. In pairs, ask the children to discuss the themes within the story and in what way light is symbolic. Take feedback, then click on the headings for suggested answers and on the revealed themes for further explanation.</p> <p>Support: focus only on the story of Rama and Sita; could use the <i>Resource: Themes and symbolism</i> to help them identify themes in the story.</p> <p>Challenge: Should make comparisons with different festivals they have studied;</p>	<p>LO: To compare how Buddhist teachings influence daily life for a monk and lay Buddhist.</p> <p>Success Criteria: I can recognise why there are different interpretations of the Buddha's teachings. I can identify some daily practices for Buddhist monks and lay Buddhists. I can list similarities and differences between some Buddhist monks and laypeople.</p> <p>Main Event: Go through presentation. Hand out a copy of the <i>Resource: My Buddhist life</i> and the <i>Activity: Comparisons</i> to each pair of children. Ask the children to read through the diary, using two different colour pencils or highlighters to highlight the similarities and differences to Manapo's day. or both.</p> <p>Support: Sort suggested words on a venn diagram.</p> <p>Challenge: Should consider where in the world there might be a higher population of Buddhist monks and nuns and why; could research different ways Buddhist monks and nuns might practise in different places.</p>	<p>LO: To make links and comparisons between different meditative practices performed by some Buddhists.</p> <p>Success Criteria: I can explain why there are different ways of practising the same disciplines. I can explore the benefits of a practice. I can make links between different practices.</p> <p>Main Event: Go through presentation. Ask the questions- children to work in groups to answer them.</p> <p>Support: use the <i>Resource: Review card</i> to make notes about how they find each practice to refer to later; could choose just two practices to experience and compare them</p> <p>Challenge: Should consider how each practice might support a Buddhist in fulfilling other disciplines in the Eightfold Path; could carry out research on the practices that are traditional to certain Buddhist schools or groups</p>

MEDIUM TERM PLAN

<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