


Year 1	Term: Spring 1	Driver: History	Topic: Transport (Past and Present)
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding similarities and differences so that children in **KS1** can compare differences over periods of time.  
**Pupils will draw upon their current KS1 knowledge**, using photographs to retrieve information about the past **so that they can draw conclusions about their current topic.**  
**Pupils will build upon their prior knowledge in KS1 and EYFS** to compare different time periods as well as using language associated with the past.  
**Pupils will build upon their knowledge from EYFS** of the world around them to recognise what types of transport we have now and what was used in the past and how although some transport was used in the past it is still used now.

**Local Knowledge**

The United Kingdom, how cars, boats, trains and flight have changed over time but how we still use transport from the past, today.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about History? What does History mean? What have they learned previously in history lessons that will help them understand this? (e.g. things in the past looked different - buildings, clothes, technology). <i>Discussion / sorting task into old and new.</i>	<p style="text-align: center;"><b><u>As a Historian we will...</u></b></p> <ul style="list-style-type: none"> <li>• Be able to develop an understanding of the past using phrases related to the passing of time.</li> <li>• Be able to use primary sources to help understand events of the past.</li> <li>• Be able to understand how significant individuals from the past have changed life as we know it.</li> <li>• Be able to explore and identify why and how the event took place.</li> </ul> 
<b>Week 1</b>	How has transport changed over time? <i>Brief exploration of how transport looked in the past to more recently. Sort different transport images into past and present.</i>	
<b>Week 2</b>	When was the first car invented? <i>Complete a group (large) timeline for cars.</i>	
<b>Week 3</b>	Can I drive to the moon? <i>Explore the history of space travel and the differences between cars/rockets. Design a rocket and create.</i>	
<b>Week 4</b>	What is the moon like? <i>Use footage of the moon landing and images of earth from space to help children understand the historical event. Re-enact the landing on the moon.</i>	
<b>Week 5</b>	Who is Neil Armstrong? <i>Explore who Neil Armstrong is and why he is so significant? Children create a short factfile on Neil Armstrong.</i>	

**Sticky Knowledge - The Five Keys...**

Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>• 1957 - The world's first artificial satellite</li> <li>• 1886 - First Car invented</li> <li>• 1944 - First Rocket to reach space</li> <li>• 1969 - First moon landing</li> <li>• 2001 - First space tourist</li> </ul>	<ul style="list-style-type: none"> <li>• Transport</li> <li>• A long time ago/over 250 years ago</li> <li>• Chronological language</li> <li>• Automobile</li> <li>• Rocket and Space Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Karl Benz designed and built the first practical automobile.</li> <li>• The soviet union were planning on Space travel - against USA</li> <li>• Neil Armstrong landed on the moon with Buzz Aldrin</li> <li>• Paying space tourist in 2001</li> </ul>	<ul style="list-style-type: none"> <li>• Karl Benz</li> <li>• Neil Armstrong</li> <li>• Buzz Aldrin</li> <li>• Michael Collins</li> <li>• Yuri Gagarin</li> </ul>


Year 2/3/4	Term: Spring	Driver: History	Topic: Tadcaster Through the Years
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding similarities and differences so that in **Years 2/3/4, the pupils will explore** similarities and differences over periods of time. **Pupils will draw upon their KS1 knowledge, using** photographs to retrieve information about the past **so that in years 2/3/4, pupils will** use photographs, maps and written texts. **Pupils will build upon their knowledge in KS1 and EYFS, placing events in chronological order** so that in Years 2/3/4, pupils will place significant events on a timeline.

**Local Knowledge**

Tadcaster is a town that is located in England on the River Wharfe, 15 miles north-east of Leeds and 10 miles south-west of York. Where Tadcaster is situated now, the Romans built a settlement and named it *Calcaria* from the Latin word for *lime*, reflecting the importance of the area's limestone geology as a natural resource for quarrying. Calcaria was an important staging post that grew at the crossing of the River Wharfe on the road to Eboracum (York). The suffix of the Anglo-Saxon name Tadcaster is derived from the borrowed Latin word *castra* meaning 'military camp'. Tadcaster is first mentioned in the *Anglo-Saxon Chronicle*, where it appears as *Táda*, referring to the place where King Harold assembled his army and fleet before entering York and proceeding onwards to the Battle of Stamford Bridge in 1066.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about Tadcaster's history? What have they learned previously that will help them understand the history of Tadcaster? What do the children understand about events in the history of Tadcaster in relation to other historical events they have been taught?	<p style="text-align: center;"><b><u>As a Historian we will...</u></b></p> <ul style="list-style-type: none"> <li>• Use what is already known about an object or event to ask relevant questions which will increase understanding.</li> <li>• Use more than one source to research independently in order to answer questions and build a picture of the past.</li> <li>• Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be.</li> <li>• Begin to use the library and internet to research a specific enquiry.</li> <li>• Use sources of evidence to build up a picture of a past event.</li> </ul> 
<b>Week 1</b>	What events would we put on a Tadcaster timeline? <b>Place key events in the Tadcaster area on a timeline.</b>	
<b>Week 2</b>	What do local place names tell us about the area's past? <b>Identify towns and villages in the local area and create a table of different names/endings and what they mean.</b>	
<b>Week 3</b>	What do old maps tell us about how our local area has changed? <b>Compare and contrast maps of Tadcaster from different years.</b>	
<b>Week 4</b>	How are different local buildings from the past similar to or different from modern ones? <b>Go a walk in Tadcaster and identify buildings with dates on them/compare pictures from different historical periods in Tadcaster.</b>	
<b>Week 5</b>	How did the local industry shape our community? <b>Create a 'The Breweries of Tadcaster' leaflet.</b>	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>• 71AD York founded by the Romans</li> <li>• 306 Constantine the Great becomes Roman Emperor in York.</li> <li>• 1150 First church founded in Tadcaster</li> <li>• 1758 John Smith's/Samuel Smith's Brewery founded.</li> <li>• 1977 Tadcaster East Primary School opens</li> </ul>	<ul style="list-style-type: none"> <li>• Calcaria</li> <li>• Similarities</li> <li>• Differences</li> <li>• Romans</li> <li>• Brewery</li> </ul>	<ul style="list-style-type: none"> <li>• Constantine the Great</li> <li>• Samuel Smith</li> <li>• John Smith</li> <li>• You and your family</li> </ul>

Year 4/5/6	Term: Spring	Driver: History	Topic: How have children's lives changed?
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS/KS1** by finding similarities and differences allowing **children in UKS2 the opportunity to compare aspects of different time periods focusing on daily life..**  
**Pupils will draw upon their current KS1/LKS2 knowledge**, using primary/secondary resources to retrieve information about the past **so that they can draw conclusions about their current topic.**  
**Pupils will build upon their knowledge from LK and UKS2** about the lives of people in Ancient Greece, MesoAmerica & the Home Front in WWII including children; that societies were hierarchical and some groups were denied what we now understand as basic rights as citizens.

**Local Knowledge**

The original Tadcaster Grammar School was founded in 1557 by Owen Oglethorpe, Bishop of Carlisle, and native of Newton Kyme, in order to educate the sons of the poor of Tadcaster.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<i>Create a mind map with children's ideas about what life was like for children in the different periods compared with 2026.</i>	<p style="text-align: center;"><u><b>As a historian we will...</b></u></p> <ul style="list-style-type: none"> <li>Describe changes that have happened over time.</li> <li>Understand that understand that societal hierarchies and structures existed including aristocracy and peasantry</li> <li>Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>Make links between events and changes within and across different time periods / societies.</li> <li>Describe the links between main events, similarities and changes across different periods studied.</li> <li>Compare significant people and events across different time periods.</li> <li>Explain the significance of events, people and developments.</li> </ul>
<b>Week 1</b>	<i><b>What do sources tell us about how children's lives have changed?</b> Use sources to identify similarities (continuity) and differences (change) relating to work, leisure and living conditions.</i>	
<b>Week 2</b>	<i><b>Why did Tudor children work and what was it like?</b> Find out about the unpleasant working conditions for children in Tudor times.</i>	
<b>Week 3</b>	<i><b>What were children's jobs like in Victorian England?</b> Research and record working conditions using records and images to create a fact file.</i>	
<b>Week 4</b>	<i><b>Who was Lord Shaftesbury and how did he help change children's lives?</b> Write a letter to the government from Lord Shaftesbury.</i>	
<b>Week 5</b>	<i><b>How and why has children's leisure time changed?</b> Use a range of sources to explore leisure activities.</i>	

**Sticky Knowledge - The Five Keys...**

Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>1485-1603 Tudor Period</li> <li>1837-1901 Victorian Period</li> <li>1833 Tenth Hour Act (Child Labour)</li> <li>1870 Elementary Education Act</li> </ul>	<ul style="list-style-type: none"> <li>Apprentice</li> <li>Change and Continuity</li> <li>Childhood</li> <li>Leisure time</li> <li>Parliament</li> <li>Poverty</li> <li>Exploitation</li> </ul>	<ul style="list-style-type: none"> <li>1750 - 1900 The Industrial Revolution</li> <li>1833 Tenth Hour Act (Child Labour)</li> <li>1844 Foundation of the London Ragged School Union</li> <li>1901 Death of Queen Victoria</li> </ul>	<ul style="list-style-type: none"> <li>Lord Shaftesbury</li> <li>Dr Barnardo</li> </ul>


Year 1	Term: Spring	Driver: Geography	Topic: Why is our Natural World Wonderful
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding and locating places on a map/globe, **so that children in KS1** will learn the four countries which make up the United Kingdom. **Pupils will draw upon their EYFS and current KS1 knowledge** of land and oceans, **so that children in KS1** will confidently name the 7 continents and five oceans of the world. **Pupils will build upon their current knowledge** of countries, continents and oceans, **so that in KS1, pupils** will begin to understand why our world is wonderful and what we can do to look after it.

**Local Knowledge**

Tadcaster is a town that is located in England, one of the four countries which makes up the United Kingdom. The United Kingdom is in the continent Europe which is surrounded by the Atlantic and Arctic oceans.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about Geography? What do the children know about the world already? <i>Mind map prior learning villages, towns, cities, rivers, countries, continents and oceans. Weather. Atlases, Google Earth.</i>	<p><b><u>As a Geographer we will...</u></b></p> <ul style="list-style-type: none"> <li>• Be able to read/understand a world map to locate the 7 continents and the 5 oceans</li> <li>• Be able to find North and South on the world map</li> <li>• Be able to explain the difference between a physical feature and a human feature.</li> <li>• Be able to describe different features on a map using a key</li> </ul> 
<b>Week 1</b>	<b>What are the UK's most amazing features and landmarks?</b> <i>To identify human and physical features of the United Kingdom from a photograph</i>	
<b>Week 2</b>	<b>Where are some of the world's most amazing places?</b> <i>To name and locate the world's seven continents including their amazing features.</i>	
<b>Week 3</b>	<b>What is an ocean and how many are there?</b> <i>To name and locate the world's five oceans.</i>	
<b>Week 4</b>	<b>What is amazing about our local area?</b> <i>To create our own sketch map of Tadcaster Primary Academy.</i>	
<b>Week 5</b>	<b>Why are natural habitats special?</b> <i>The children will go on a field walk during pond and beyond and try to identify what plants grow there and what animals may live in and around the area. Record their findings on a tally chart.</i>	

**Sticky Knowledge**

Key Concepts	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> <li>• What is an ocean?</li> <li>• What is a continent?</li> <li>• Human and Physical features</li> <li>• What is a map?</li> <li>• What does a map tell us?</li> </ul>	<ul style="list-style-type: none"> <li>• Ocean</li> <li>• Continent</li> <li>• United Kingdom</li> <li>• Habitat</li> <li>• World Map</li> </ul>	<ul style="list-style-type: none"> <li>• United Kingdom</li> <li>• England</li> <li>• Tadcaster</li> <li>• 7 continents</li> <li>• 5 oceans</li> </ul>

Year 2/3/4	Term: Spring	Driver: Geography	Topic: Settlements
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**Prior Learning - What do the children already know?**


**Pupils will build upon their work in EYFS and KS1** by finding and locating the four countries of the UK and their capital cities **so that children in Y2/3/4** will use maps and globes to locate different towns and cities throughout the world.

**Pupils will draw upon their KS1 knowledge** of key physical and human features, **so that children in Y2/3/4** understand types of settlement and land use

**Pupils will build upon their KS1 work**, of simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment **so that in Y2/3/4**, **pupils** will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Local Knowledge**

Tadcaster is a **town** that is located in England, one of the four countries which makes up the United Kingdom. Tadcaster has a **population** of 6350 (in the 2021 census). Tadcaster is a market town in North Yorkshire, England, **15 miles north-east of Leeds** and **10 miles south-west of York**. It was built around the River Wharfe. Water from the river is rich in lime sulphate and used in the three different **breweries** (the main employees in the town).

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about settlements in their local area? Do the children know different types of settlements? Have children lived in or visited different settlements? <i>Mind map</i>	<p><b><u>As a Geographer we will...</u></b></p> <ul style="list-style-type: none"> <li>Use simple tables and charts to measure and record <b>populations of people in different settlements.</b></li> <li>Construct models of a <b>settlement.</b></li> <li>Use maps (including topographical), atlases, globes and digital/computer mapping to locate the <b>megacities of the world.</b></li> </ul> 
<b>Week 1</b>	What is a settlement? <b>Agree on a definition of a settlement, put on display and begin learning by rote.</b>	
<b>Week 2</b>	What different types of settlements are there? <b>Research different settlements and locate different types of settlements on world, UK and local maps.</b>	
<b>Week 3</b>	What is a megacity? <b>Explore the city of Tokyo using Google Maps.</b>	
<b>Week 4</b>	What does a settlement need? <b>Create an imaginary island settlement with all the different services and facilities they would want and need and make a map and model.</b>	
<b>Week 5</b>	How can we save settlements from being destroyed? <b>Create a booklet about 'Saving our Settlements'.</b>	

**Sticky Knowledge**

Key Facts	Key Vocabulary		Key Locations
<ul style="list-style-type: none"> <li>A settlement is a place where people can live and work.</li> <li>Settlements can vary in size depending on how many people live there and what services and facilities are provided.</li> <li>Facilities are places where certain things happen e.g. schools for education, parks for playing or shops for selling things.</li> </ul>	<ul style="list-style-type: none"> <li>settlement</li> <li>town</li> <li>village</li> <li>city</li> <li>hamlet</li> <li>megacity</li> </ul>	<ul style="list-style-type: none"> <li>facilities</li> <li>population</li> <li>ports</li> <li>resorts</li> <li>services</li> <li>islands</li> </ul>	<ul style="list-style-type: none"> <li>Tadcaster</li> <li>York</li> <li>Appleton Roebuck</li> <li>London</li> <li>Tokyo</li> <li>Isle of Skye</li> </ul>

Year 4/5/6	Term: Spring	Driver: Geography	Topic: Where does our energy come from?
Prior Learning - What do the children already know?			
Pupils will build upon their work in KS1/LKS2 by finding & locating features on a map, so that children in UKS2 will identify where UK power stations are. Pupils will build upon knowledge of human activity in the Amazon & use of electricity to understand how electricity generation & carbon emissions are impacting climate change.			

Local Knowledge		
Key power stations near Tadcaster: Drax- Large biomass power station, formerly coal-fired, now a major renewable energy source in the UK. Produces a large percentage of UK's electricity. Wartsila/S&N Plants: These biomass Combined Heat & Power (CHP) plants use spent grain from breweries (like nearby Samuel Smith's) and wood chips for energy.		
Weekly Focus	What will the children learn? 5 Key questions. How will they do this?	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<i>Consider the importance of electricity in our daily lives. Create a diary of our use of electricity in our bedroom and in the classroom listing which devices we use over a day and how long we use each one for.</i>	<p><b><u>As a geographer we will:</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate between human and physical geography</li> <li>• Deduce facts about human activity by analysing data from charts and maps</li> <li>• Interpret and construct climate graphs and maps</li> <li>• Express opinions about environmental issues with reasons</li> <li>• Evaluate responses to environmental issues</li> <li>• Recognise that people have differing opinions about environmental issues</li> </ul>
<b>Week 1</b>	<b>How is electricity generated?</b> Complete a bar chart showing the percentages of types of electricity generation in the UK in 2022: Fossil fuels, nuclear, solar, biomass, hydro.	
<b>Week 2</b>	<b>What are the links between energy use, fossil fuels and climate change?</b> Find out how energy is used & how it impacts climate change Match images with type of energy use. Analyse a world map of hotspots of energy use & give reasons why energy use varies across the world.	
<b>Week 3</b>	<b>Why are non-renewables contributing to the energy problem?</b> Use images to identify non-renewables. Define non-renewable energy & fossil fuels, carbon emissions & climate change	
<b>Week 4</b>	<b>What are the advantages and disadvantages of renewable sources of energy?</b> Draw a Pie chart to predict percentages for energy generation in 2050. Define renewable energy & identify pros & cons.	
<b>Week 5</b>	<b>How can we reduce energy and why does it matter?</b> Order appliances from least to most electricity usage. Create a checklist of do's and don'ts to reduce energy use from electrical appliances.	

Sticky Knowledge			
Key Facts	Key Vocabulary	Key Locations	
In 2021, over 80% of energy used globally came from non-renewable energy sources. By 2023 47% of UK electricity was created from renewable sources. By 2050 the UK aims to be net zero - that means the government plans to stop using energy sources that produce carbon emissions.	<ul style="list-style-type: none"> <li>• Renewable</li> <li>• Fossil fuel</li> <li>• Nuclear power</li> <li>• Manufacturing</li> <li>• Greenhouse gases</li> <li>• Emissions</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Hydro-electic power</li> <li>• Appliances</li> <li>• Meters</li> <li>• Active travel</li> </ul>	<ul style="list-style-type: none"> <li>• Drax N.Yorkshire, (Biomass power station)</li> <li>• Eggborough (Retired coal burning power Station)</li> <li>• UK, Western Europe.</li> <li>• Africa,</li> <li>• Canada,</li> <li>• USA</li> </ul>


Year 1 Venus	Term: Spring	Driver: RE	Topic: How and why do we celebrate special and sacred times?
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**Prior Learning - What do the children already know?**

**Pupils in EYFS** learn about special stories, special people, special places, special times, belonging and how special the world is, **so that pupils in KS1** will begin to explore religious and non religious festivals.  
**Pupils in EYFS** learn about special times, **so that pupils in KS1** can begin to identify what makes a celebration or festival and how they differ from one another.

**Local Knowledge**

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about Religious Education? What does religion mean? What have they learned previously in RE lessons that will help them understand this?	<p><b><u>As Theologists we will...</u></b></p> <ul style="list-style-type: none"> <li>Derive connections, theories, similarities and differences that the children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.</li> <li>Focus on <b>beliefs</b>, exploring what we think is the most important thing to believe in.</li> <li>Focus on <b>practice</b>, exploring what special times or events we celebrate with family and friends.</li> <li>Focus on <b>values</b>, exploring how we think others should be treated and why.</li> </ul> 
<b>Week 1</b>	<b>Which times are special and why?</b> Discussion on special times to us as individuals, why we find those times special. Activity - to write a sentence about a special time to us and why it is special - draw a picture to match the sentence.	
<b>Week 2</b>	<b>What special and sacred times do Christians celebrate?</b> Learn about some special times to Christians. Activity - to write a sentence about a special time to Christians - draw a picture to match the sentence.	
<b>Week 3</b>	<b>What happens at these festivals and why?</b> Learn about what happens at Christians festivals and why they celebrate these times. Activity - to write a sentence about why that festival is special to Christians - draw a picture to match the sentence.	
<b>Week 4</b>	<b>What other festivals have you learnt / know about?</b> Ask the children what other festivals they may know about linked to non-religious and other religions. Activity - to write a sentence about another special festival they already knew about - draw a picture to match the sentence.	
<b>Week 5</b>	<b>How do people from non-religious and religious communities celebrate key festivals?</b> Discuss similarities and differences of the festivals non-religious and religious people celebrate and how they are celebrated. Activity - create a venn diagram to show what non-religious, religious and both communities do at special festivals.	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>25th December (Christmas)</li> <li>14th February (St Valentine's day)</li> <li>Easter - Holy Week</li> <li>Shrove Tuesday</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Christian</li> <li>God</li> <li>Jesus</li> <li>Special times</li> <li>Celebrations/Festival</li> </ul>	<ul style="list-style-type: none"> <li>God</li> <li>Jesus</li> <li>Jesus' followers</li> <li>Disciples</li> </ul>


Year 2/3/4	Term: Spring	Driver: RE	Topic: Festivals
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**Prior Learning - What do the children already know?**

**Pupils in EYFS** learn about special stories, special people, special places, special times, belonging and how special the world is, **so that pupils in KS1 and LKS2** can start to create links between festivals and celebrations from other religions.  
**Pupils in KS1** learn about beliefs, sacred books, sacred places, celebrations, community and caring, **so that pupils in LKS2** can begin to explore different religions focusing on key aspects such as books, places and beliefs.  
**All pupils** use different ways to explore knowledge, such as through looking at statistics, or using historical sources, or reading sacred texts, or listening to voices from within traditions.

**Local Knowledge**

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. Children take part in Christian Festivals at the local church (Harvest, Easter and Christmas). There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about different religions? What do the children know already about the different sacred books?	<p><b>As a Theologist we will...</b></p> <p>Focus on <b>beliefs</b>, exploring what we think is the most important thing to believe in.</p> <p>Focus on <b>practice</b>, exploring what special times or events we celebrate with family and friends.</p> <p>Focus on <b>values</b>, exploring how we think others should be treated and why.</p> <p>Focus on the <b>world</b>, exploring how different beliefs about the world affect the way people live and how we can learn from other cultures.</p> 
<b>Week 1</b>	What is a religious festival? <b>Research what a festival is and devise a short explanation to put on the RE display and to learn by rote.</b>	
<b>Week 2</b>	What are the main festivals that Christians celebrate? <b>Design a leaflet for a family day at the local church where they will be celebrating Easter.</b>	
<b>Week 3</b>	What are the main festivals that Muslims celebrate? <b>Create a booklet showing what they would give up for Diwali/Easter (bad) and what the alternative thing they will do (good).</b>	
<b>Week 4</b>	What are the main festivals that Hindus celebrate? <b>Write the story of Diwali.</b>	
<b>Week 5</b>	What is the same about the different festivals celebrated in the different religions? <b>Create a table that shows the similarities and differences between the different festivals covered.</b>	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>● Christmas 25th December</li> <li>● Easter 5th April</li> <li>● Ramadan 17th February - 18th March</li> <li>● Hajj 24th -29th May</li> <li>● Diwali 8th November</li> <li>● Holi 4th March</li> </ul>	<ul style="list-style-type: none"> <li>● Festival Celebration Ceremony</li> <li>● Faith Belief</li> <li>● Pilgrimage</li> <li>● Mecca</li> <li>● Resurrection</li> <li>● Fasting</li> <li>● Rituals</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus</li> <li>● Muhammad</li> <li>● Krishna</li> <li>● Rama</li> <li>● Sita</li> </ul>


Year 4/5/6	Term: Spring	Driver: RE	Topic: Is it better to express your religion in arts and architecture or in charity and generosity?
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**Prior Learning - What do the children already know?**

**Pupils in FS** learn about special stories, special people, special places, special times, belonging and how special the world is, **so that pupils in LKS2** can begin to create links between different religions.  
**Pupils in KS1** learn about beliefs, sacred books, sacred places, celebrations, community and caring, **so that pupils in LKS2** can begin to explore different religions focusing on key aspects such as books, places and beliefs.  
**Pupils in LKS2** learn about and understand a range of religious and non-religious worldviews, **so that pupils in UKS2** can begin to draw their own conclusions.

**Local Knowledge**

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds. Our school is a community school which includes Christians, Muslims, Jews and people of no faith.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<b>Introduction:</b> Understand the meaning of sacred & why some buildings are sacred to Christians & Muslims. Talk about a place you'd love to visit, a place where you feel good. Express opinions about whether religious buildings are sacred.	<p style="text-align: center;"><b><u>As Theologists we will...</u></b></p> <ul style="list-style-type: none"> <li>• Consider where beliefs come from.</li> <li>• Understand how beliefs change over time, how beliefs relate to each other and how they shape the way believers see the world and each other</li> <li>• Consider the diverse nature of religion and the ways in which people practise and express beliefs</li> <li>• Consider the ways in which beliefs shape individual identity and impact on communities and society</li> </ul> 
<b>Week 1</b>	<b>Can I begin to make connections between mosques and Islamic beliefs and values?</b> After looking at art & architecture in Mosques, read statements & record whether you agree or disagree.	
<b>Week 2</b>	<b>Can I explain how art can be inspiring for religious people?</b> Compare two Islamic works of art and decide which is more inspiring. Analyse the meaning of Al Ghazali's poem about Allah. Identify the symbolism in a piece of Christian artwork.	
<b>Week 3</b>	<b>Can I give an opinion on whether a Christian place of worship can be a building for the glory of God?</b> Compare images of cathedrals in Christ Church, Canterbury Notre Dame & Milton Keynes' Tree Cathedral. Write down if it is the building itself or the heart of a worshipper that glorifies God.	
<b>Week 4</b>	<b>Can I explain how and why Muslim charities/Christian Aid try to change the world?</b> Learn about Zakat and the Pillars of Islam. Find out about the work of charities like Islamic Aid.	
<b>Week 5</b>	<b>Can I explain how and why Christian Aid try to change the world?</b> Use the charity's website to find out about the work of Christian Aid.	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>• Judaism founded in the 5th century BC in the Middle East (Israel/Palestine)</li> <li>• Christianity was founded in the 1st century AD in the Middle East (Jerusalem).</li> <li>• Islam was founded in Mecca, modern day Saudi Arabia, in the 7th century CE/AD.</li> <li>• Buddhism was founded in India somewhere between the fifth and fourth century.</li> <li>• Al Ghazali born in 1050 CE</li> </ul>	Islam Muslim, Christian Mosque, Alla	<ul style="list-style-type: none"> <li>• God/Allah</li> <li>• Jesus</li> <li>• Mohammad</li> <li>• Al Ghazali</li> </ul>