

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: B

TERM: Autumn 1

YEAR GROUPS: 3/4

KEY QUESTION: What does it mean to be a Hindu in Britain today?

PREVIOUS KNOWLEDGE We would expect most children to already know that:

- Brahman is God and can be represented in different forms e.g. Ganesh, Lakshmi, Shiva etc (Y4)
- Aum is a symbol of Hinduism (Y4)
- Puja is a way of worshipping – the offering of light, flowers, fruit to gods (Y4)
- God can be described and worshipped in different ways by different people (Y3)

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- with support, identify what is special to some Hindus. **KQ1**
- explain how light can be comforting and a guide. **KQ2**
- remember at least three other ways Hindus show their faith. **KQ3**
- talk about why Hindus like to celebrate Diwali and remember the plot of the story. **KQ4**
- with support, find out what Hindus might do in Britain. **KQ5**
- explain, with help, why a Hindu might like to have a holiday to celebrate Diwali in Britain. **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- compare what is special to them and to some Hindus, to help explain the idea of Sanatan **Dharma**. **KQ1**
- understand how light affects everyone (as a symbol), noticing how it is used in the ritual of puja (aarti). **KQ2**
- describe other ways Hindus can show their faith (attending a mandir, not eating meat for e.g.) **KQ3**
- identify ways Diwali is celebrated around the world noticing similarities/differences, saying why this celebration is important. **KQ4**
- research at least two examples of British Hindu culture to report to the rest of the class. **KQ5**
- use their knowledge of the topic to discuss for and against Hindus having a holiday for Diwali in Britain. **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- identify similarities and differences between ways of life between themselves and some Hindus; look at how the concept of dharma might apply to them. **KQ1**
- understand the meaning of **ritual** through the example of **aarti** in the puja ceremony. **KQ2**
- explain how what Hindus do together helps them demonstrate dharma. **KQ3**
- connect the meanings behind Diwali with dharma e.g. good triumphs over evil is a duty in life. **KQ4**
- begin to explore what challenges there might be with growing up as a Hindu in Britain. **KQ5**
- understand some possible tensions with Hindus requesting a holiday at Diwali time (compared to 'Christmas' holidays). **KQ6**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Using appropriate language with understanding, making links in their writing to show this.
- Asking questions which help to further their understanding.
- Using knowledge from each lesson to help with writing a discussion text at the end of the unit of work.
- Being able on a visit to a mandir demonstrate their knowledge in the observations and comments.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- A visit to a mandir in Birmingham (date dependent)
- Research opportunities using internet sites
- Revisit previous lesson topics

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- What it might be like to live in Britain today – Geography unit on locality.
- PSHE – relationships/friendship across cultures

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use with growing confidence, new vocabulary with understanding.
Works hard	work independently or in groups.
Concentrates	listen carefully to remember key facts from short films
Self-motivates	be ready to ask questions to further their understanding.
Imagines	put themselves in a Hindu person's shoes living in Britain.
Improves	identify aspects of their work which they could improve on.
Understands others	show respect for those from a different culture/religion.
Doesn't give up	be resilient when faced with new words, meanings and concepts.