

## Come and See YEAR 6 Overview of the Year 2023-2024



Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Finding out about St. Aidan	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	ISLAM	RECONCILIATION—INTER-RELATING
2	Finding out about local saints (school houses)	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	EUCCHARIST - RELATING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
3	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	RECONCILIATION—INTER-RELATING
4	DOMESTIC CHURCH - FAMILY	BAPTISM AND CONFIRMATION – BELONGING	LOCAL CHURCH – COMMUNITY	LENT/EASTER - GIVING	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
5	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING	LENT/EASTER - GIVING **	PENTECOST—SERVING	UNIVERSAL CHURCH—WORLD
6	DOMESTIC CHURCH - FAMILY	ADVENT/CHRISTMAS - LOVING	EUCCHARIST - RELATING		RECONCILIATION—INTER-RELATING	UNIVERSAL CHURCH—WORLD
7	JUDAISM	ADVENT/CHRISTMAS - LOVING				UNIVERSAL CHURCH—WORLD
8		ADVENT/CHRISTMAS - LOVING				

\*\* LENT/EASTER – GIVING – DUE TO THE TIMING OF THE HOLIDAYS THERE IS ONLY 3 WEEKS TO COMPLETE THIS TOPIC PRIOR TO EASTER

ON THE NEXT PAGES YOU WILL FIND TEACHING UNITS, KEY VOCABULARY, BIG QUESTIONS AND ASSESSMENT FOCUSES FOR YOU TO CHOOSE FROM. PLEASE NOTE, OTHER FAITHS UNITS ONLY HAVE KEY VOCABULARY AND NO ASSESSED PIECES OF WORK ARE NEEDED. THANK YOU

## Come and See YEAR 6 AUTUMN TERM

<b>AUTUMN TERM UNITS</b>	<b>DOMESTIC CHURCH - FAMILY LOVING</b> – God who never stops loving	<b>BAPTISM AND CONFIRMATION – BELONGING VOCATION AND COMMITMENT</b> – The vocation of priesthood and religious life	<b>ADVENT/CHRISTMAS - LOVING EXPECTATIONS</b> - Jesus born to show God to the world
<b>KEY VOCABULARY</b>	unconditional, forgiveness, mercy, prodigal, parable, Beatitudes, Sacrament of Reconciliation, 'Make your home in me as I make mine in you'(John 15:4) 'Walking in darkness' – Resurrection – 'I am the light of the world' John 8:12	commitment, dedicated, vocation, Sacrament of Ordination, anointing, religious life, service, celibacy, poverty, chastity, obedience, vows, called, Baptism, Bishop, Oil of Chrism, Stole, Chalice, paten, Litany of saints, Vestments, chasuble, John Henry Newman 'God has created me.' 'makes holy and set apart' 'priestly people' Holy Orders, 'You did not choose me, I chose you' Presentation of the candidates, Examination of the Candidates, Promise of Obedience, Laying on of hands, Investiture, Anointing, Kiss of peace	expectation, Maranatha, Messiah, Isaiah, certainty, advent, Christmas Emmanuel, angelus(Some words from), incarnation – word made flesh, John the Baptist, Second Advent of Christ, 'all shall be well' waiting in expectation, '..as we wait in joyful hope for the coming of our Saviour, Jesus Christ.' 'Get the road ready for the Lord; make a straight path for him to travel' 'Stay awake, stand firm..'
<b>BIG QUESTION</b>	Do you have to earn love?	What is commitment in life?	Should we have expectations in life?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: BELIVES AND VALUES (KS2) UKS2</b> <ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<b>AT1: MAKING LINKS AND CONNECTIONS (KS2) UKS2</b> <ul style="list-style-type: none"> <li>Show understanding of, by making links between:               <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> </ul> </li> <li>beliefs and life</li> </ul>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING UKS2</b> <ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:               <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>

<b>JUDIASM KEY VOCABULARY</b>	Rosh Hashanah, Teshuvah, Yom Kippur shofar, forgiveness, confession responsibility, fasting, sins, repentance, Mikveh
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## Come and See YEAR 6 SPRING TERM

<b>SPRING TERM UNITS</b>	<b>LOCAL CHURCH</b> <b>SOURCES</b> - The Bible, the special book for the Church	<b>EUCCHARIST – RELATING</b> <b>UNITY</b> - Eucharist enabling people to live in communion	<b>LENT/EASTER – GIVING</b> <b>DEATH &amp; NEW LIFE</b> - Celebrating Jesus’ death and resurrection
<b>KEY VOCABULARY</b>	Poetry, prose, history, information, stories, Bible, Old Testament, New Testament, genre, Letters, Gospels, Prophets, Wisdom, History, Acts, Revelation, Bible ‘inspired by the Holy Spirit’ Reverence expressed in the Liturgy, ‘The Word of the Lord’ and ‘The Gospel of the Lord’	Eucharist, communion, community, unity, ‘May they be one..’ Eucharistic prayers, Our Father, Sign of Peace, Communion Rite, ‘As there is one loaf, so we, although there are many of us..’ ‘Lamb of God’ ‘supper of the Lamb’ ‘Lord I am not worthy..’ Community, Amen, unity of the faithful , Eucharistic presence of Christ	loss, death, change, growth, Ash Wednesday, Holy week, Triduum, Easter Vigil Resurrection, Paschal, Bread of Life, ‘Unless a grain of wheat’ ‘I am the Resurrection and the life..’ ‘Behold the wood of the cross’ ‘The light of Christ’ Repent and believe in the Gospel’ ‘Remember that you are dust..’ ‘Dying in order to live’ Penitential season, ‘Give us this day our daily bread’ Stations of the Cross, Easter fire
<b>BIG QUESTION</b>	Are books enriching?	Why are we happiest when we are united?	Can any good come out of loss and death?
<b>ASSESSMENT FOCUS</b>  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT2: MEANING AND PURPOSE</b> <b>UKS2</b>  <ul style="list-style-type: none"> <li>Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<b>AT3: ANALYSIS AND EVALUATION [ALL] (KS2)</b>  <b>UKS2</b> <ul style="list-style-type: none"> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> <li>Arrive at judgements</li> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>	<b>AT2: BELIEFS AND VALUES</b> <b>UKS2</b> <ul style="list-style-type: none"> <li>Show understanding of how own and other’s decisions are informed by beliefs and moral values</li> </ul>

## Come and See YEAR 6 SUMMER TERM

SUMMER TERM UNITS	PENTECOST—SERVING WITNESSES – The Holy Spirit enables people to become witnesses	RECONCILIATION—INTER-RELATING HEALING – Sacrament of the Sick	UNIVERSAL CHURCH—WORLD COMMON GOOD – Work of the worldwide Christian family
KEY VOCABULARY	Ascension, Holy Spirit, witnesses, martyrs, courage, truth inspiration, Good News, Baptism, Stephen , first deacon – called to serve and witness to the Word of God, Confirmation, courage, good deeds, Power of the Holy Spirit, ‘...and I will be with you always to the end of the age’ (Matthew 28:16-20)	anointing, prayer, healing, forgiveness of sin, care of the sick, hospice, compassion sacrament, parable ‘Who is my neighbour?’ Good Samaritan, Lourdes, Christian responsibility, mercy, spiritual healing giving strength, peace courage and forgiveness, ‘..anointed many who were sick.’ (Mark 6:13) Sacrament of Anointing, Penitential rite, litany, laying on of hands, Holy water – Baptism	Justice and peace and the integrity of creation, Beatitudes, Common Good, injustice, respect, solidarity, difference, social Justice, common good, dignity, Catholic Social Teaching, CAFOD, fairness, Gospel Values, ‘when I was hungry...’ (Matthew 25:31-40) ‘Aspire not to have more but to be more’ (Oscar Romero)
BIG QUESTION	What do I want to witness to in my life?	Who needs healing?	How can we work together to build a just and fair world?
ASSESSMENT FOCUS  (Choose one assessment focus as part of the LF for a lesson, if possible a different one each unit each term. Assessed pieces of work to be collated in RE portfolio.)	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING UKS2</b> <ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of: <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<b>AT1: MAKING LINKS AND CONNECTIONS (KS2) UKS2</b> <ul style="list-style-type: none"> <li>Show understanding of, by making links between: <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> </ul> </li> <li>beliefs and life</li> </ul>	<b>AT3: ANALYSIS AND EVALUATION [ALL] (KS2) UKS2</b> <ul style="list-style-type: none"> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> <li>Arrive at judgements</li> <li>Recognise difference, comparing and contrasting different points of view.</li> </ul>
ISLAM KEY VOCABULARY	Guidance, Shahada, Salah, Zaka, Sawm, Hajj		

**Standards for Primary Religious Education**  
**By the end of age phase, pupils will be able to:**

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"><li>• Recognise religious stories</li><li>• Retell, in any form, a narrative that corresponds to the scripture source used</li><li>• Recognise religious beliefs</li><li>• Describe some religious beliefs</li><li>• Recognise that people act in a particular way because of their beliefs</li><li>• Describe some of the actions and choices of believers that arise because of their belief</li><li>• Recognise key figures in the history of the People of God</li><li>• Describe the life and work of some key figures in the history of the People of God</li><li>• Recognise key people in the local, national and universal Church</li><li>• Describe different roles of some people in the local, national and universal Church</li><li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li><li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li></ul>	<ul style="list-style-type: none"><li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li><li>• Describe, with increasing detail and accuracy:<ul style="list-style-type: none"><li>- a range of religious beliefs</li><li>- those actions of believers which arise as a consequence of their beliefs</li><li>- the life and work of key figures in the history of the People of God</li><li>- different roles of people in the local, national and universal Church</li><li>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li><li>• Show knowledge and understanding of:<ul style="list-style-type: none"><li>- a range of religious beliefs</li><li>- those actions of believers which arise as a consequence of their beliefs</li><li>- the life and work of key figures in the history of the People of God</li><li>- what it means to belong to a church community</li><li>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li></ul></li></ul>
	Making Links and Connections		<ul style="list-style-type: none"><li>• Make links between:<ul style="list-style-type: none"><li>- beliefs and sources, giving reasons for beliefs</li><li>- beliefs and worship, giving reasons for actions and symbols</li><li>- beliefs and life, giving reasons for actions and choices</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Show understanding of, by making links between:<ul style="list-style-type: none"><li>- beliefs and sources</li><li>- beliefs and worship</li><li>- beliefs and life</li></ul></li></ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"><li>• Use religious words and phrases</li></ul>	<ul style="list-style-type: none"><li>• Use a range of religious vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Use religious vocabulary widely, accurately and appropriately</li></ul>
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"><li>• Say what they wonder about</li><li>• Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li></ul>	<ul style="list-style-type: none"><li>• Ask and respond to questions about their own and others’ experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li></ul>	<ul style="list-style-type: none"><li>• Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li></ul>
	Beliefs and Values	<ul style="list-style-type: none"><li>• Talk about their own feelings, experiences and the things that matter to them</li><li>• Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them</li></ul>	<ul style="list-style-type: none"><li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li></ul>	<ul style="list-style-type: none"><li>• Show understanding of how own and other’s decisions are informed by beliefs and moral values</li></ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"><li>• Use a given source to support a point of view</li></ul>	<ul style="list-style-type: none"><li>• Use sources to support a point of view</li></ul>
	Construct Arguments		<ul style="list-style-type: none"><li>• Express a point of view</li></ul>	<ul style="list-style-type: none"><li>• Express a point of view and give reasons for it</li></ul>
	Make Judgements		<ul style="list-style-type: none"><li>• Express a preference</li></ul>	<ul style="list-style-type: none"><li>• Arrive at judgements</li></ul>
	Recognise Diversity			<ul style="list-style-type: none"><li>• Recognise difference, comparing and contrasting different points of view.</li></ul>
	Analyse and Deconstruct			