

## Come and See YEAR 1 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 1 AUTUMN TERM

<b>AUTUMN TERM UNITS</b>	<b>DOMESTIC CHURCH - FAMILY</b> God's love and care for every family	<b>BAPTISM AND CONFIRMATION – BELONGING</b> Baptism: an invitation to belong to God's family	<b>ADVENT/CHRISTMAS - WAITING</b> Advent: a time to look forward to Christmas
<b>KEY VOCABULARY</b>	Family, belong, God, love, care, different, God's children, psalm, family of God, response 'Blessed be God'	sign of the cross, belong, friends, invitation, reply, accept, welcome, Baptism, God-parents, sign, Sacrament, oil, water, white garment, candle	waiting, prepare, messenger, visit, celebrate, advent, Jesus, Mary, Elizabeth, Joseph, shepherds, angels, Christmas, Bethlehem, manger, worship, wreath, Angel Gabriel 'Son of God' 'Light of the world'
<b>BIG QUESTION</b>	Why do we have a family and who is my family?	What does it mean to belong?	Is waiting always difficult?
<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 (KS1)</b> <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>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <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>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <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>

<b>JUDIASM KEY VOCABULARY</b>	stories, Abraham, Moses, leaders, Jewish, desert, promised, Pharaoh
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## Come and See YEAR 1 SPRING TERM

SPRING TERM UNITS	LOCAL CHURCH – SPECIAL PEOPLE People in the parish family	EUCHARIST – RELATING - MEALS Mass, Jesus’ special meal	LENT/EASTER – GIVING - CHANGE Lent: a time for change
KEY VOCABULARY	Welcomers, Sunday, Holy, Jesus, Presentation, Mary, Joseph, Anna, Simeon, church, community, temple, altar servers, special ministers, readers, choir, priest, sign of the cross ‘Thanks be to God’	Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, listen, give thanks, Preparation of the Gifts, ‘This is my body and this is my blood’ Our Father, ‘Blessed are you Lord God of all creation’ ‘Blessed be God forever’	change, seasons, spring, growth, lent, Ash Wednesday, Good Friday, Easter Sunday, alleluia, cross, Resurrection, Palm Sunday, Holy Week ‘change inside’
BIG QUESTION	What makes a person special?	What makes some meals special?	How and why do things change?
<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 (KS1)</b> <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>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <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>	<b>AT2: BELIEFS AND VALUES (KS1)</b> <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>

## Come and See YEAR 1 SUMMER TERM

SUMMER TERM UNITS	PENTECOST—SERVING- HOLIDAYS AND HOLYDAYS Pentecost: feast of the Holy Spirit	RECONCILIATION—INTER-RELATING - BEING SORRY God helps us choose well	UNIVERSAL CHURCH—WORLD - NEIGHBOURS Neighbours share God’s world
KEY VOCABULARY	holiday, holyday, birthday of the Church, apostles, help, Pentecost, promise, guide, Resurrection, alleluia, Ascension, Tongues of fire, Gift of the Holy Spirit, Good News, joy, life, peace, happiness, made new	choice, happy, sad, disappointed, sorry, forgive, rules, wrong, right, feeling, love	neighbour, love, world, Fairtrade, global, family, psalm, share, Good Samaritan, Parable – ‘Who is my neighbour?’
BIG QUESTION	Do we need holidays and holydays?	Why should we be sorry?	Who is my neighbour?
<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>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <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>	<b>AT1: DEVELOPING KNOWLEDGE AND UNDERSTANDING (KS1)</b> <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>	<b>AT2: MEANING AND PURPOSE (KS1)</b> <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>

<b>ISLAM KEY VOCABULARY</b>	Muhammad makkah, Ka’bah, Qur’an
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**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			