



SUBJECT MEDIUM TERM PLANNING - RE

Year Group: 2	TERM: Autumn 1	Theme: Leaders and rules of different religions
National Curriculum: Religious Education SACRE 2019 – 24.		
Context: - Children will learn about different leaders and their rules and ways of spreading messages.	Concepts: 10 commandments, Pillars of Islam, Muhammad, Moses and Buddha.	Vocabulary: Religion, leaders, rules, leadership, power, qualities, Moses, Jewish, 10 commandments, Mohammad, Muslim, Pillars of Islam, Buddha, Siddhartha Gautama
Prior Knowledge: <ul style="list-style-type: none"> • Think about their own ideas about different religions and their rules. • Children have learnt about celebrations for different religions • Look at similarities and differences between religions. • Look at artefacts from different religions. 	Future Knowledge: To gain a deeper understand of different religions.	
End points /by the end of this unit pupils will... To understand that different religions have different leaders and what makes a good leader. To know that different religions have different rules to follow. To learn about Moses and the 10 commandments. To learn about Allah and the 5 pillars of Islam. Retell and compare the stories of Muhammad, Moses and Buddha.		

Lesson Number 1

<p>Key learning: To understand the qualities of a good leader.</p>	<p>Concepts: Leaders Qualities of good leader</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>List qualities that make a good leader. Name different leaders in our community.</p>
<p>Success Criteria: Different leaders and why we have them. Qualities of different leaders.</p>	<p>Suggested resources: Flipchart Outline of a person Worksheet</p>	<p>Create a good leader! Think about the qualities talked about that make a good leader and write them around the person.</p> <p>Imagine you are in charge of the school, try to think of qualities that would be needed.</p> <p>Key Questions What makes a good leader? Can you name good leaders? If you were in charge of the school, what qualities would you like to bring and how would you use them?</p>

Vocabulary: Religion, leaders, rules, leadership, power, qualities

Lesson Number 2 and 3

<p>Key learning: Consider what qualities made Moses a good leader and use these qualities to evaluate our class rules.</p>	<p>Concepts: Moses as a leader. 10 Commandments Class rules</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Read the story of Moses. Compare and contrast to prior learning about school community. Organise the 10 commandments into the most important to the least. Generate 5 class rules that you think are important to your classroom.</p>
<p>Success Criteria: Children should know the story of Moses and the 10 commandments. Generate our own set of rules</p>	<p>Suggested resources: Flipchart List of commandments</p>	<p>Key Questions Why do people see Moses as a good leader? Why do you think the Jewish people followed Moses? Was Moses a good leader? From the 10 commandments, Which do you think are the easiest and hardest to keep? Why?</p>

Vocabulary: Religion, leaders, rules, leadership, power, qualities, Moses, Jewish, 10 commandments

Lesson Number 4 and 5

<p>Key learning: I can recall the 5 pillars of Islam and how they influence the Muslim religion.</p>	<p>Concepts: Muslim Religion 5 pillars of Islam</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Explore and name the 5 pillars of Islam and how they influence the Muslim religion.</p> <p>Match up The Five Pillars of Islam and stick them onto the correct space on the grid. Children then try to explain which ones they would find easy to follow.</p>
<p>Success Criteria: Children should know the 5 pillars of Islam and how they influence the muslim religion. Think about which of the rules they would find easy to follow.</p>	<p>Suggested resources: Flipchart Worksheet</p>	<p>Key Questions</p> <p>How do you think the 5 Pillars of Islam influence the Muslim religion? Are they any pillars you would find easy/difficult to follow?</p>
<p>Vocabulary: Religion, leaders, rules, leadership, power, qualities, Mohammad, Muslim, Pillars of Islam,</p>		

Lesson Number 6 and 7

<p>Key learning: Compare and contrast leaders</p>	<p>Concepts: Similarities and differences between different leaders</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Retell and compare the stories of Muhammad, Moses and Buddha.</p>
<p>Success Criteria: Children should know the stories of moses, Buddha and Muhannad and be able to talk about similarities and differences between them.</p>	<p>Suggested resources: Stories of Muhammad, Moses and Buddha List of statements to sort</p>	<p>Cut out each statement and sort into the correct religion box.</p> <p>Key Questions</p> <p>Can you retell the stories of Muhammad, Moses and Buddha. Can you think of any similarities between Moses, Muhammed and Buddha? Are there any differences between these leaders?</p>
<p>Vocabulary: Religion, leaders, rules, leadership, power, qualities, Moses, Jewish, 10 commandments, Mohammad, Muslim, Pillars of Islam, Buddha, Siddhartha Gautama</p>		

