

<p><b>Question:</b></p> <p>1.6 How &amp; why do we celebrate special and sacred times</p> <p>Year 1 – teach up to Easter</p> <p>Year 2 - Judaism and/or Islam</p>		<p><b>Critical Learning</b></p> <ul style="list-style-type: none"><li>• <b>Knowing about and understanding religions and worldviews</b></li><li>• <b>Expressing and communicating ideas related to religions and worldviews</b></li><li>• <b>Gaining and deploying the skills for studying religions and worldviews</b></li></ul> <p><b>Key Vocabulary</b></p> <p>Easter, Pesach (Passover) Eid-ul-Fitr, celebration, Christians, Pentecost, harvest, Christmas, deserted, crucifixion, resurrection, Palm Sunday, Good Friday, Jewish, Shabbat, Pesach, Chanukah, Muslims, Eid-ul-Fitr, Ramadan</p>	
<p><b>Strand</b></p> <p>Expressing</p> <p>(Religious and spiritual forms of expression; questions about identity and diversity)</p>			
<p><b>Questions in this thread:</b></p> <p>F4 Which times are special and why?</p> <p>L2.5 Why are festivals important to religious communities?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>			
<p><b>International Baccalaureate Learner Profile Link</b></p> <p><i><b>Inquirer:</b> Learning about other religions from stories.</i></p> <p><i><b>Knowledgeable:</b> Developing an understanding of a range of Religious and moral stories.</i></p> <p><i><b>Thinkers:</b> Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i><b>Communicators:</b> Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i><b>Principled:</b> Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i><b>Open-minded:</b> Appreciating the traditions of others.</i></p> <p><i><b>Caring:</b> Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i><b>Risk-Takers:</b> Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i><b>Balanced:</b> Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i><b>Reflective:</b> Understand our strengths and weaknesses in order to support our learning.</i></p>			
<p><b>Prior Skills</b></p> <ul style="list-style-type: none"><li>• give examples of special occasions and suggest features of a good celebration.</li><li>• recall simple stories connected with Christmas/Easter and a festival from another faith.</li><li>• say why Christmas/Easter and a festival from another faith are special times for believers.</li></ul>	<p><b>New Skills</b></p> <ul style="list-style-type: none"><li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li><li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li><li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li><li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li></ul>	<p><b>Future Skills</b></p> <ul style="list-style-type: none"><li>• Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</li><li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li><li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li><li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li><li>• Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li></ul>	

	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul>
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### **Knowledge, Skills and Understanding**

<b><u>Emerging</u></b> <b><u>You can...</u></b>	<b><u>Expected</u></b> <b><u>You can...</u></b>	<b><u>Exceeding</u></b> <b><u>You can...</u></b>
<ul style="list-style-type: none"> <li>• Identify a special time they celebrate and describe its importance. (A1) Year 1</li> <li>• Explain simply what celebration means. (A1) Year 1</li> <li>• Describe who Christians think Jesus is (A2) Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how a festival is celebrated. (A1) Year 1&amp;2</li> <li>• identify some ways Christians celebrate Easter (A1) Year 1</li> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr (A1) Year 2</li> <li>• Describe what happens during Ramadan (A1) Year 2</li> <li>• retell stories connected with Easter and say why these are important to Christians (A2) Year 1</li> <li>• Consider questions such as how might these foods help people remember this festival? (B1) Year 1</li> <li>• Think of reasons why some people choose to fast during Ramadan(B1) Year 2</li> <li>• Give reasons why some people like to celebrate important events (C1) Year 1</li> <li>• Give reasons why some people use music in celebrations (C1) Year 1</li> <li>• Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) Year 1</li> <li>• Describe the link between a selection of Pesach symbols and the story of Pesach (C1) Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• Describe why Easter is an important festival to Christians. (A3) Year 1</li> <li>• Describe what three symbols tell us about the story of Easter(A3) Year 1</li> <li>• Suggest meanings for aspects of different services during holy week (A3) Year 1&amp;2</li> <li>• suggest meanings for a variety of symbols used in the Christian celebration of Easter (A3) Year 1</li> <li>• describe items on the seder plate and their meaning (A3) Year 2</li> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr(A3) Year 2</li> <li>• Describe what happens during Ramadan (A3) Year 2</li> <li>• Note similarities and differences between different festivals (B3) Year 1</li> <li>• Describe similarities and differences different services celebrated at holy week. (B3) Year 1</li> <li>• identify similarities and differences in the way Easter is celebrated by different people (B3) Year 1</li> <li>• Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3) Year 2</li> <li>• Look for similarities and differences between celebrations of Pesach and Easter (B3) Year 2</li> </ul>

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Art resources to create pictures/decorate leaves.</li> <li>• Figures/props to retell the story of Easter.</li> <li>• Music - You will ideally need four pieces of music that express the story of Easter. Choose a mixture of contemporary music and classical pieces e.g. Woah, He is Alive and Down to Earth by Stephen Fischbacher, Crucifixion by John Stainer and The Hallelujah Chorus by G.F. Handel</li> <li>• palm leaf, a piece of bread and a glass of red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross.</li> <li>• chocolate egg, a cuddly toy rabbit, a daffodil, a palm cross, a crucifix and an empty cross, an Easter card, a glass of wine (or a small bottle) and a toy plastic donkey.</li> </ul>	<p><b>Website/Apps</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.understandingchristianity.org.uk">www.understandingchristianity.org.uk</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zdykjs/resources/1">https://www.bbc.co.uk/bitesize/topics/zdykjs/resources/1</a></li> <li>• <a href="http://www.theholidayspot.com">www.theholidayspot.com</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/clips/z434wmn">https://www.bbc.co.uk/bitesize/clips/z434wmn</a></li> </ul> <p><b>Suggested Quality Texts</b></p> <ul style="list-style-type: none"> <li>• Bible - Luke19 v28- Luke 24 v12</li> <li>• Based on the story in the book of Exodus found in the second book of the Hebrew Torah. THE PASSOVER STORY</li> </ul>
<p><b><u>Assessment ideas</u></b></p> <p><b>Similarities and differences</b> Place three hoops or chalk circles on the floor; labelled Id-ul-Fitr, Easter and Pesach. Read out statements and/or show pictures of things that happen or are remembered at Id-ul-Fitr, Easter and Pesach. Pupils have to decide which hoop to stand in. Some of the statements you read, pictures you show should mean that they could stand in any of the hoops.</p> <p><b><u>Writing Opportunities</u></b> Ask pupils to design an Id-ul-Fitr invitation that shows some of the aspects of Id-ul-Fitr and Ramadan.</p> <p><b>Cross Curricular Links</b></p>	