

Year 6 Autumn 1 Hindu Dharma

Week:	Learning Objective:	Lesson Content:	Assessment:
<p>Week 1</p> <p>Q1. Why are these words special?</p> <p>Sacred books.</p>	<p>LO : apply the ideas found in Hindu stories to my own life.</p> <p>(Ganesha/Hanuman/Vishnu)</p>	<p>Make links between some of these themes and experiences /beliefs of their own. Talk about the key ideas and beliefs which these stories convey. Talk about similar beliefs or experiences of their own. Draw scenes from the stories , matching scenes form real life.</p>	<p>The children can describe key themes and beliefs from Hindu stories.</p> <p>Children can make links with these key themes in their own life.</p>
<p>Week 2</p> <p>Q2. Why are some places special?</p> <p>Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p>LO: Use religious vocabulary to describe some sacred Hindu sites and their history and importance to Hindus.</p>	<p>Find out about places of pilgrimage eg Varanasi (meeting of the three sacred rivers Ganga, Yamuna and Saraswati) Look at the map of India and trace the major rivers from their source to the mouth. Talk about rivers being sacred for Hindus. Look at pictures of places of Hindu pilgrimage and ask questions about what people are doing there.</p>	<p>Children can describe why the River Ganges is a sacred site for Hindus.</p>
<p>Week 3</p> <p>Q3. How can faith contribute to community cohesion?</p> <p>Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Suggest ways in which children are members of different communities and how this is expressed.</p>	<p>Make links between belonging to a community and sharing in the expression of this, using and identifying examples from their own lives. Talk about any groups or communities they belong to and identify ways in which this is expressed eg Wearing a uniform Eating together Shared activities Mark on a world map countries with a large Hindu population, with particular reference to areas where natural disasters may have recently occurred. Talk about what it might mean to belong to a global community.</p>	<p>Children can describe what it means to belong.</p> <p>Children an describe what groups and communities they belong to.</p> <p>Children can describe how Hindus show that they belong.</p>
<p>Week 4</p> <p>Q4. Why are some times special?</p> <p>Festivals and</p>	<p>LO: Apply the example of celebrating Raksha Bandhan to my own life and describe what inspires me to celebrate.</p>	<p>Recap the celebration of Raksha Bandhan and discuss the lifelong importance of Raksha Bandhan for brothers and sisters and the specialness of a Hindu family. Talk about how these themes might</p>	<p>Children can describe why Raksha Bandhan is special to a Hindu family.</p> <p>Children can make links with the theme of love and protection to that of their own life.</p>

families.		relate to their own lives.	
<p>Week 5</p> <p>Q5. What can be learned from the lives of significant people of faith?</p> <p>Role models.</p>	<p>LO: I can further apply some aspects of Mohandas Gandhi's teaching to my own life and talk about why it might be inspiring.</p>	<p>Further apply some quotes from Mohandas Gandhi to their own lives and to situations in the world today, asking questions about what he might do. Read more quotes by Mohandas Gandhi and talk about how they might inspire people today. Build on last year's learning to answer the key question- describe something Mohandas Gandhi taught and the impact it might have today.</p>	<p>Children can discuss the impact of the life and achievements of Mohandas Gandhi on the Hindu faith.</p> <p>Children can make connections and understand the meaning of Gandhi's quotes.</p> <p>Children can make connections about the teachings of Mohandas and the impact this has today.</p>
<p>Week 6</p> <p>Q6. How do I and others feel about life and the universe around us?</p> <p>Ultimate questions.</p>	<p>LO: Further describe the impact Hindu beliefs might have on people today: themselves and others.</p>	<p>Further identify the impact of the story of the battle in the 'Mahabharata' between two sections of an extended family for Hindus today. Describe how the themes and messages of the story might be important for others and themselves. Create collages or friezes depicting some 'turning points' in the story, and talk about why these turning points are significant.</p>	<p>Children can make a collage/frieze of the turning points in the Mahabharata.</p> <p>Children can suggest why these turning points are significant.</p>
<p>End of topic assessment question:</p> <p>Learning about religion: I can describe some Hindu beliefs as a result of listening to stories which matter to Hindus.</p> <p>Learning from religion: I can apply some of the themes in Hindu stories to experiences of my own.</p> <p>Learning from religion: I can describe what might happen on a Hindu pilgrimage or in a temple and say why this matters to Hindus.</p> <p>Learning from religion: I can describe my vision of an inspiring community.</p> <p>Learning from religion: I can apply the theme of Raksha Bandhan and how his celebration might influence my life.</p> <p>Learning from religion: I can describe something Mohandas Gandhi taught and the impact it might have today.</p> <p>Learning from Religion: I can describe how the themes from the Mahabharata might have an impact on people today, including myself.</p>			