



Oxford Gardens Literacy/IPC Curriculum Map 2022-2023

| Year Group | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------|--|--|--|--|---|--|
| R/1        | All About Me   | Food   | Animals  | Growing  | Explorers & Leaders   | The World  |
|            | <i>Belonging (different faiths) -How do different faiths celebrate? What clothes do you wear when you celebrate a special day? Why? (Eid, Christmas, Purim etc. secular; birthdays, new year etc.)</i> | <i>What religious festivals do people celebrate throughout the year? What is the link to food – special foods, fasting...? (Link to seasons; Harvest, Easter, Eid)</i> | <i>Animal themed religious narratives. Why are animals important in religion? What do they help us learn/understand? Do they represent/symbolise anything?</i> | <i>How should we treat other people?</i>             | <i>*Significant religious figures from the past.</i>  | <i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i> |
| 2/3        | Time Travellers  |  | Living Things  |  | From A to B   |  |
|            | <i>Faiths in our community. (Explore the many faiths and beliefs that are in our own community).<br/><br/>*Significant religious figures from the past.</i>  |  | <i>How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.</i>  |  | <i>Religious places of worship.<br/><br/>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i>                      |  |
| 4/5        | Space Explorers  | Fascinating Forces and Full Power  | The Great, The Bold and The Brave  |  | Going Global  |  |
|            | <i>How was the universe created? Exploring a range of faiths (including lesser known faiths) and their beliefs on how earth was formed.</i>  | <i>How do people celebrate? Focus on a range of faiths and secular celebrations too</i>  | <i>* Significant religious figures from the past, religious artefacts.</i>   |  | <i>Pilgrimage. Holy places around the world people visit.<br/><br/>Famous religious art. Why is it so famous and distinctive? What does it represent?</i> |  |
| 6          | Moving People - Migration  | Battle of Britain (WWII)   | Evolution & Adaptation   | (Early Islamic Civilization)<br><b>SATS Revision</b> | Growing Up  |  |

|  |   |   |   |                                   |   |
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|  | <i>Diaspora-Multi faith communities, sharing beliefs and traditions.<br/>How do different faiths have common ideas?</i> | <i>Ethical dealings with people and how to treat others. (Philosophy - is war ever okay?)</i> | <i>Creationism vs. Evolution.<br/>Explain both sides.</i> | <i>Special texts in religion.</i> | <i>* Significant religious figures that offer guidance.</i> |
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\*Ensure progression and variety of religious figures being researched.

## Respect

Due regard for the feelings, wishes or rights of others. Demonstrating consideration, thoughtfulness, attentiveness and politeness.

## Understanding

To comprehend and have sympathetic awareness; to consider and see another point of view.

## Acceptance

The act of or willingness to recognise someone or something as being valid. A general agreement that someone (or something) should be included; without prejudice.

Suggested Religions and belief systems to be covered.

|                   |           |  |
|-------------------|-----------|--|
| Foundation stage  | Nursery   | Christianity, Hinduism, Judaism, Humanism. |
|                   | Reception | Christianity, Islam, Buddhism, Sikhism .   |
| Key stage 1       | Year 1    | Christianity, Hinduism, Judaism, Humanism. |
|                   | Year 2    | Christianity, Islam, Buddhism, Sikhism .   |
| Lower Key stage 2 | Year 3    | Christianity, Hinduism, Judaism, Humanism. |
|                   | Year 4    | Christianity, Islam, Buddhism, Sikhism .   |
| Upper Key stage 2 | Year 5    | Christianity, Hinduism, Judaism, Humanism. |
|                   | Year 6    | Christianity, Islam, Buddhism, Sikhism .   |