

Living Difference IV syllabus-

Prior Learning-

Year R- Birthdays- Celebrations

Year R- Christmas- Nativity

Year R- Harvest

Year R- Mother's and Father's Day

Year R- Easter

Year 1- Harvest

Year 1- Journeys

Year 1- Change

Year 1- Light and Dark

Year 1- Special Places

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition ([see Notes](#)). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

Vocabulary:

Hindu, Krishna, celebration, Christians, birthday, celebrate, remember, memory, compare, some, different, important.

Snapshot overview

Recalling main events from the story of Krishna and identifying why Krishna was important.

Inquire

Describing own birthdays and Hindu birthdays and why it is important for them to remember Krishna.

Contextualise and evaluate

Applying concept of remembering to own life.

Apply

R.E. Medium Term Planning

Year Group: Year 1

Term: Summer 2

Topic: Krishna

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can identify why Krishna was important.	<p>Circle of enquiry- Inquire</p> <p>Tell the children that we have learnt about Christians and that they believe in God and Jesus.</p> <p>Tell children that we will be learning about another religion called Hinduism. They believe in Gods who we cannot see just like Christianity however they have many Gods. Christians have a special place- Church. Hindus have a special place- temple. Today we are going to learn about one god- Krishna and why he is special.</p> <p>https://www.youtube.com/watch?v=nFdsz-a8ce0</p> <p>Discuss. This is a picture of a little boy. All babies are special to their families but this baby is special to lots of people. What clues are there to tell you he is a special baby? As a class discuss why Krishna is important (TA to annotate sugar paper with a picture of Krishna on)</p>	Children to have a picture of Krishna and say why he is special to Hindus.	To recall main events from the story of Krishna and say why he is important.
Session 2	I can describe my own and Hindu birthday celebrations.	<p>Circle of enquiry- Contextualise and evaluate</p> <p>Recap story of Krishna, discuss that Krishna's birthday is celebrated by a festival called Janmashtami (Hindus believe that Krishna was born at midnight so in the evening Hindu's meet at the mandir (temple) and perform ceremonies including singing songs and dancing. Many Hindus fast all day until midnight when they share fruit and sweets or a big meal. Discuss why this might be important to Hindu's? Discuss how we celebrate our birthdays.</p>	Children to draw pictures in books – 1 for how we celebrate our birthdays and 1 for how Krishna celebrates his. Record a sentence for each.	To say how Hindus celebrate Krishna's birthday and how this is different to how we celebrate ours.

Session 3	I can discuss remembrance in my own life	<p>Circle of enquiry- Apply</p> <p>Tell the children that today we will be thinking about our memories and why they are important. What is a special time in your memory? Who are special people in your memory?</p> <p>Have a circle time to share things that the children feel are important to them to remember (could be people, memories or celebrations). Discuss reasons why it is important for them to remember.</p>	<p>Children to draw a picture of a special memory and say why it is important memory.</p> <p>Ensure you make adaptations for children with less capacity for writing e.g. annotate their picture as they tell you what they would write.</p>	<p>To be able to share a memory and say why it is important.</p>
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Impact:

To be able to say why Krishna is important to Hindus.

To be able to say how Krishna celebrates his birthday differently to ours.

To say what is an important memory (people, special events) etc.