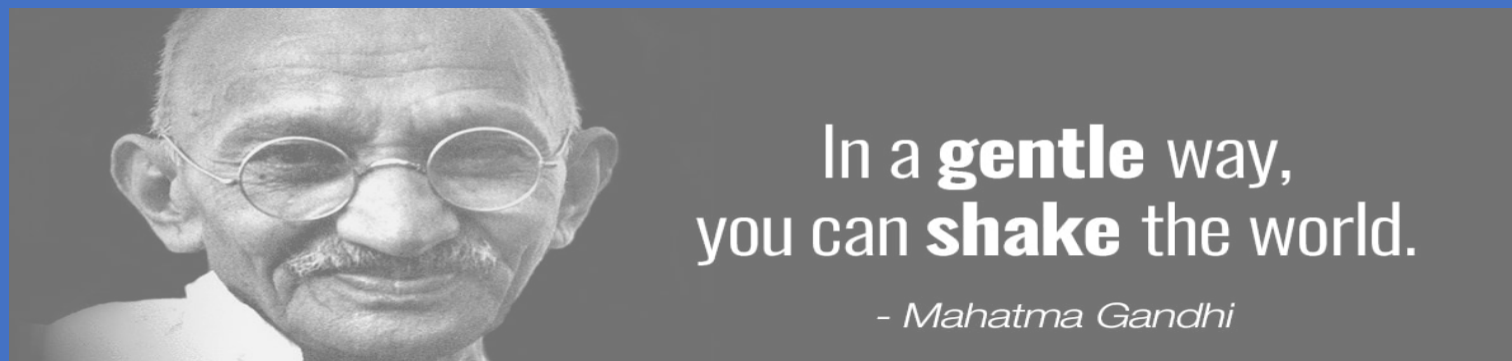


Topic Title: Other Faiths - Hinduism

Year 6 Summer 1



Enquiry Question:

'Mahatma Gandhi is a Hindu hero' – to what extent do you agree with this?

Disciplinary Focus:

All Disciplines

Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/resources/voices-from-hindu-worldview-traditions/>

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/dharma/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/How%20do%20Hindus%20understand%20the%20Supreme%20Being.pdf>

Hinduism Beliefs and Practices Guidance for Teachers:

https://www.egfl.org.uk/sites/default/files/School_effectiveness/Religious_Education/ks2_2_Beliefs_and_practices_Hinduism.pdf

Previously On ... (Links to Prior Learning):

Links to prior learning, including Hindu stories, the morals and values expressed in these and how these influence the ways in which Hindus live their lives. In addition, this should include how Hindus believe in one God in many forms, Brahman, the Trimurti and Hinduism in modern Britain.

Big Questions:

What is a 'hero'?

Who might you describe as a 'hero'?

Who might a Christian describe as a 'hero'?

What similarities are there between Britain and India? Differences?

To what extent did the British Raj have an impact on the people living in India?

How might people living in India have felt about British rule?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explore the concept of a 'hero'.	<p>Introduction: Over the next few weeks we are going to be learning all about Hinduism. What do you know about Hinduism already? Complete 'Previously On' sticker to elicit prior knowledge and understanding.</p> <p>Input: Introduce the enquiry question for this half term and explain that, before introducing Mahatma Ghandi, it is important to explore the concept of a 'hero'.</p> <p>Before discussing, hold up a dictionary and ask the children to reflect on what definition of 'hero' they think might be recorded inside – and record this in their book. Choose a few examples to be shared – whose definition do they think is closest to the dictionary definition?!</p> <p>This could be supplemented by a 'Word Wall' – children to fill as many bricks as they can with words linked to a 'hero', either collaboratively or independently.</p>	<p>Task: Children to work collaboratively to create a 'Diamond 9' – discussion-based to negotiate and agree on nine qualities that a 'hero' has and rank these from most to least important. The children could be given a bank of adjectives to scaffold, if necessary.</p> <p>'Hero Hall of Fame' – who would the children identify as a 'hero', showing these qualities? Who might a Christian identify as a 'hero'?</p>	<p>Plenary: GPC: to what extent does a 'hero' have to be or become famous?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to develop a sense of what life in India is like.</p>	<p>Starter: Explain to the children that in order to develop an informed, reasoned opinion about the extent to which Ghandi is a Hindu hero, we need to have a sense of what life in India is like – this will help us to better understand Ghandi’s actions. Children to work in either pairs or groups to complete a ‘Circle Thinking Map’ – what do they already know about India (to be recorded in the outer circle) and where does this knowledge come from (to be recorded in the rectangle around the outer circle). For Circle Thinking Map: https://educationblog.oup.com/primary/non-fiction-november</p> <p>Input: Explain to the children that we are going to watch a film introducing us to Mumbai, which is India’s largest city. Towards the end, the children from Mumbai say that there’ll be things that are similar to Britain and things that are different – what similarities and differences can the children identify? Does this film reinforce or challenge their initial ideas about India? How similar or different is it?</p> <p>Work collaboratively to take notes about the British rule of India between 1858 and 1947 – about how control had been gained through the East India Company and the British government directly ruled India during this time. This became known as the British Raj, which had a significant impact on people living in both Britain and India.</p>	<p>Task: Children to work in pairs to research the British Raj – the causes, the situation and the effects – and present using a multi-flow map. This could be completed using a template, Post-It notes or a double-page spread.</p>	<p>Plenary: GPC: how would the British rule have felt to people living in India?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	LO: to develop an insight into the life of Mahatma Gandhi.	<p>Starter:</p> <p>Input: Explain to the children that Mahatma Gandhi is known, as Martin Luther-King is, for his peaceful heroism in the fight for rights and social change – and, in this case, to end British rule in India. When he was younger, his mother instilled core Hindu values in him, such as commitment to justice and non-violence, which influenced him throughout his life.</p> <p>Discuss how Gandhi wouldn't accept injustice but wouldn't use violence himself – he wouldn't control others by force like other native African and Asian people were being. If they rebelled, they were attacked, beaten, shot at or killed. Instead, Gandhi used words with crowds of large people and constantly demanded that the British stopped treating people so badly.</p>	<p>Task: Children to work in pairs to research Mahatma Gandhi's life and create a timeline of key events, considering the following:</p> <ul style="list-style-type: none"> • Which are the most significant? • Which tell us the most about him? • For which should he be remembered? <p>This could be across a double-page spread in their exercise books or unfolding.</p>	<p>Plenary: GPC: where do children feel Gandhi's Hindu beliefs and values had the strongest influence on their timeline?</p>