Term: Spring Term	Subject: RE	
SACRE enquiry question and unit summary	**Key knowledge**	**Vocabulary**
NURSERY **Spring 1: How do I and other people celebrate?** This unit explores different celebrations around the world and helps children understand that festivals can have religious or secular origins and are celebrated in a variety of ways across cultures. It begins by looking at New Year on 1st January as a widely recognised secular celebration, before exploring how Christmas is a Christian festival. Children then learn about Lunar New Year, focusing mainly on Chinese New Year traditions while recognising that it is celebrated across many East and Central Asian countries such as China, Vietnam, South Korea, Singapore and Malaysia. Key traditions include family gatherings, special meals, cleaning homes, giving gifts in red envelopes, dragon dances, fireworks, and the Lantern Festival, as well as the Chinese zodiac. The unit then introduces Nowruz, the Persian New Year, celebrated around the start of spring (around 21st March) in countries such as Iran, Afghanistan and Azerbaijan. Children learn about the Haft-Seen	• To know that people around the world celebrate New Year in different ways, including secular celebrations on 1st January. • To know that Christmas is a Christian festival, while New Year celebrations are not linked to a religion. • To know that Lunar New Year is celebrated in many East and Central Asian countries and follows the lunar calendar, meaning the date changes each year. • To know that Chinese New Year celebrations include traditions such as family gatherings, special food, cleaning homes, red envelopes, dragon dances and fireworks. • To know that each year in the Chinese zodiac is linked to an animal from a traditional story. • To know that Nowruz is the Persian New Year, celebrated at the start of spring in countries such as Iran, Afghanistan and Azerbaijan.	**Celebrations, nativity, Christmas, New Year, resolution, Chinese New Year, China, United Kingdom, decorations, clothes, party, seasons, winter, spring, Nowruz, Iran, Haji Firuz, faith, religion, belief, Sanatana Dhana, Holi**

table and how it symbolises hopes for the new year, including health, happiness and prosperity. Finally, the unit explores Holi, the Festival of Colours, celebrated mainly in India and Nepal and by Sanatani (Hindu) communities worldwide. It marks the arrival of spring and the victory of good over evil, and is now widely celebrated through the use of colour, music and community gatherings.	• To know that Nowruz traditions include the Haft-Seen table, which symbolises hopes for the new year. • To know that Holi is a festival celebrated mainly in India and Nepal that marks the arrival of spring and the victory of good over evil. • To know that Holi is celebrated today through colour, music and community gatherings. • To know that different cultures have different festivals, but many share themes such as family, new beginnings and celebration.	

Spring 2: What is Easter to me and others? This enquiry explores the theme of **new life in spring** and links seasonal change to the Christian celebration of Easter. Children begin by learning about springtime changes in nature using social stories featuring Bertie, helping them recognise what they might see, hear and experience during this season, such as new growth and baby animals. The unit then introduces key events from the Christian story of Easter in an age-appropriate way. This includes **Palm Sunday**, when Jesus entered Jerusalem and was welcomed like a king, and **Holy Week**, which leads up to Easter. Children learn about the **Last Supper**, where Jesus shared a final meal with his disciples and asked them to remember him through bread and wine, which is reflected in Christian communion today. Children also revisit some of Jesus' miracles, such as healing the leper and feeding the 5000, and explore how these relate to the idea of new life and hope at Easter.	• To know that spring is a season of new life and change in nature. • To know that during spring we can see signs such as new plants growing and baby animals being born. • To know that Palm Sunday is the day Christians remember Jesus entering Jerusalem and being welcomed like a king. • To know that Holy Week is the period leading up to Easter in the Christian calendar. • To know that the Last Supper was Jesus' final meal with his disciples and is remembered in Christian communion (Eucharist). • To know that Jesus performed miracles, such as healing the leper and feeding the 5000, which are important to Christians. • To know that Christians believe Jesus prayed in the Garden of Gethsemane before he was taken away. • To know that Easter is a Christian celebration linked to the story of Jesus and the idea of new life.	**Seasons, winter, spring, summer, autumn, adult, baby, growth, lifecycle, Easter, Jesus, Christian, Jerusalem, miracle, celebrations, Christmas, nativity, healed, disciples, Garden of Gethsemane, God, pray, new life.**

The story continues with Jesus praying in the **Garden of Gethsemane** and then being taken away, presented in a sensitive and age-appropriate way. Finally, children explore Easter symbolism, including **hot cross buns** and **Easter eggs**, learning how they represent new life, hope and renewal.	• To know that Easter symbols such as hot cross buns represent parts of the Easter story. • To know that Easter eggs symbolise new life, hope and renewal. • To know that both spring and Easter are connected through the idea of new beginnings.	
EYFS **<u>Spring 1: Celebrations</u>** This enquiry begins by exploring how New Year on 1st January is widely celebrated and how many people mark the occasion by making resolutions for the year ahead. Children build on this understanding of celebration before learning about different cultural festivals, including Lunar New Year, Persian New Year (Nowruz), and Holi. Children first explore **Lunar New Year**, focusing mainly on Chinese New Year traditions. They learn that it is based on the lunar calendar and celebrated across many East and Central Asian countries. Key traditions include family gatherings, special meals, red envelopes, cleaning homes, dragon dances, fireworks, and the Lantern Festival. The	• To know that New Year on 1st January is celebrated by many people around the world as a time for new beginnings. • To know that some people make New Year resolutions to set goals for the year ahead. • To know that different cultures celebrate New Year in different ways and at different times of the year. • To know that Lunar New Year is based on the lunar calendar and is celebrated across many East and Central Asian countries. • To know that Chinese New Year celebrations include family gatherings, special food, red envelopes, dragon dances and fireworks.	**Celebrations, party, New Year, resolution, Chinese New Year, China, United Kingdom, World, good luck, bad luck, seasons, winter, spring, Nowruz, Iran, Nokhodi, Haji Riruz, tradition, Sanatana Dharma, Holi, India, evil, triumph.**

Chinese zodiac is also introduced through its twelve animals and associated story. The enquiry then moves on to **Nowruz**, the Persian New Year, celebrated around 21st March in countries such as Iran, Afghanistan and Azerbaijan. Children learn that it marks the beginning of spring and includes the Haft-Seen table, where symbolic items represent hopes such as health, wealth and happiness. Finally, children learn about **Holi**, the Festival of Colours, celebrated mainly in India, Nepal and by Sanatani (Hindu) communities worldwide. It marks the arrival of spring and the victory of good over evil, and is now celebrated through colour, music and joyful community gatherings.	• To know that the Chinese zodiac is made up of 12 animals linked to a traditional story. • To know that Nowruz is the Persian New Year, celebrated around 21st March and marks the start of spring. • To know that Nowruz is celebrated in countries such as Iran, Afghanistan and Azerbaijan, and by many communities worldwide. • To know that the Haft-Seen table is an important Nowruz tradition that symbolises hopes for the new year. • To know that Holi is a festival celebrated mainly in India and Nepal that marks the arrival of spring. • To know that Holi is celebrated through colour, music and community celebrations. • To know that many festivals around the world share themes such as new beginnings, family and celebration.	
<u>Spring 2: What is Easter?</u> This enquiry explores the theme of **new life in spring** by helping children observe and understand	• To know that spring is a season associated with new life and change in nature.	**Seasons, winter, spring, summer, autumn, environment, baby, growth, life cycle, new life, nature, wildlife, Easter, Easter egg, Jesus, Christian, celebration, Jerusalem, donkey,**

seasonal changes in nature through stories about Bertie and his family. Children then learn about key events in the Christian story of Easter in an age-appropriate way. This includes **Palm Sunday**, when Jesus entered Jerusalem and was welcomed like a king, and **Holy Week**, which leads up to Easter. They also learn about the **Last Supper**, when Jesus shared a final meal with his disciples and asked them to remember him through bread and wine, which is still reflected in Christian communion today. Children revisit some of Jesus' miracles and actions, such as healings, and explore how Christians link these to the idea of new life and rebirth at Easter and in spring. The enquiry also includes the story of Jesus praying in the **Garden of Gethsemane**, before being taken away, presented sensitively and appropriately for the age group. Finally, children learn about Easter symbolism, including **hot cross buns**, which represent the stone rolled away from Jesus' tomb, and **Easter eggs**, which symbolise new life and hope. Overall, the	• To know that seasonal changes in spring can be seen in plants growing and animals being born. • To know that Palm Sunday is when Christians remember Jesus entering Jerusalem and being welcomed like a king. • To know that Holy Week is the period leading up to Easter in the Christian calendar. • To know that the Last Supper was Jesus' final meal with his disciples and is remembered in Christian communion (Eucharist). • To know that Christians believe Jesus performed miracles and healings which show his special importance. • To know that Jesus prayed in the Garden of Gethsemane before being taken away. • To know that Easter is a Christian festival that celebrates Jesus and the idea of new life. • To know that hot cross buns are a symbol linked to the Easter story. • To know that Easter eggs represent new life, hope and rebirth.	**Romans, palm leaves, Hosanna, last supper, disciples, Garden of Gethsemane, God, prayer.**

enquiry links the Christian story of Easter with the wider theme of spring and new beginnings.	• To know that the themes of Easter and spring both focus on new beginnings.	
Year 1 **<u>Spring 1: How and why water and nature special in Glastonbury?</u>** This enquiry explores **why water is important and special to people**. Children will consider the many ways water is part of everyday life and understand that water is essential for **life and survival**. Children will explore practical reasons why water is important, such as drinking, washing, growing food and supporting plants and animals, as well as personal reasons, such as memories, experiences and the way water makes us feel. Children will explore the idea that water can also be **sacred**. They will learn that some people and religious or worldview communities consider particular sources of water, rivers, wells or springs to be holy or especially meaningful. Using examples from **Glastonbury and the wider Somerset area**, children will begin to understand that places connected with water can have religious, cultural, historical and personal significance. They will	• To know that water is essential for life and survival. • To know that water is important to people for many practical reasons, including drinking, washing, farming and growing food. • To know that water can be special to people because of their memories, experiences and feelings. • To know that some water sources and places are considered sacred by particular religions and worldviews. • To know that sacred means something is considered holy or especially important. • To know that rivers, springs, wells and other natural water sources can have religious, cultural or historical significance. • To know that there are places in Glastonbury and Somerset where water is considered special or sacred. • To know that different people may have different beliefs and feelings	**Water, special, sacred, religion, worldview, belief, reflection, important, natural, significance, Glastonbury, Somerset, river, spring, well, thankful, experience, feelings**

recognise that the same place or source of water may be viewed differently by different people. Throughout the lessons, children will have opportunities to **experience, observe and reflect on water** through practical and sensory activities. They will develop their ability to ask questions, share their own ideas and listen respectfully to the beliefs and experiences of others. By the end of the unit, children should understand that there are **different reasons why water can be special**, and be able to explain why water is important or special to themselves and to other people	about the same source of water or place. • To know that we can learn about other people's beliefs by listening, asking questions and reflecting on their experiences. • To know that water can encourage people to think about what they are thankful for and what is important to them.	
<u>Spring 2: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</u> This enquiry explores key Christian beliefs about Jesus and the events of **Holy Week and Easter**, with a focus on understanding their meaning for Christians today. Children learn about **Palm Sunday**, when Jesus entered Jerusalem and was welcomed like a king, fulfilling Old Testament prophecies and symbolising triumph and hope. They explore the events of Holy	• To know that Holy Week is the period in Christianity that leads up to Easter. • To know that Palm Sunday is when Christians remember Jesus entering Jerusalem and being welcomed like a king. • To know that Jesus' entry into Jerusalem is linked to Old Testament prophecies about a coming Messiah. • To know that Christians believe Jesus is the Son of God.	**Special, important, celebrity, disciples, Romans, tomb, Messiah, art gallery, saviour, admire, admiration, salvation, Judas, Palm Sunday, miracles, qualities.**

Week, including Jesus' death on Good Friday and belief in his **resurrection on Easter Sunday**. The enquiry introduces important Christian beliefs such as **Salvation** (the idea that Jesus' death and resurrection saves humanity from separation from God) and the **Trinity**, which describes the relationship between God the Father, Jesus the Son, and the Holy Spirit. Children also learn that Christians believe Jesus is the Son of God and that his life, death and resurrection are central to their faith. Historical context is included to help understanding, such as the role of Roman rule in Jerusalem and Jewish expectations of a Messiah. Children are encouraged to reflect personally on ideas such as how Jesus was treated and how people respond to important or special figures today.	• To know that Christians believe Jesus died on Good Friday and rose again on Easter Sunday. • To know that Salvation is the Christian belief that Jesus' death and resurrection saves humanity from separation from God. • To know that the Trinity describes the relationship between God the Father, Jesus the Son and the Holy Spirit. • To know that disciples were Jesus' special friends who followed and supported him. • To know that symbols such as palm branches represent victory and honour in the story of Palm Sunday. • To know that Christians believe Jesus is a central and special figure in their faith, similar to royalty. • To know that the events of Holy Week are important because they explain the meaning of Easter for Christians.	
Year 2 **<u>Spring 1: Who is God to Muslims?</u>**	• To know that Allah is the Muslim name for God.	**Allah, Muslims, Qur'an, Islam, respect, attribute, deity, submission,**

This enquiry introduces children to the key belief in Islam that **Allah (God) is the most important being in a Muslim's life** and is central to everything they do. It explains that Muslims believe Allah created and watches over human beings and will decide what happens after life. Children learn that Muslims show their devotion to Allah through **daily practices**, especially praying five times a day. These prayer times are set throughout the day and help Muslims organise their lives around their faith rather than fitting it in when convenient. The enquiry explores how Muslims prepare for prayer, the actions and words used during prayer, and the importance of visiting the mosque. It also introduces the **Holy Qur'an**, which Muslims believe is the word of Allah. Children begin to learn key vocabulary such as **Allah, Muhammad, Makkah, Saudi Arabia and Qur'an**, and understand that Islam began in Makkah when the Prophet Muhammad was chosen to share Allah's message. The enquiry also encourages personal reflection by asking children to think about what is important to	• To know that Muslims believe Allah created human beings and watches over their lives. • To know that Muslims believe Allah will decide what happens after life. • To know that Muslims believe Allah should be the most important part of their life. • To know that Muslims pray five times a day to remember and worship Allah. • To know that prayer helps Muslims organise their day around their faith. • To know that Muslims follow specific actions and words when they pray. • To know that Muslims prepare carefully before praying. • To know that the mosque is a special place of worship for Muslims. • To know that the Holy Qur'an is the word of Allah for Muslims. • To know that Islam began in Makkah, a city in Saudi Arabia. • To know that Prophet Muhammad is the messenger chosen by Allah to share his message.	**perfect, powerful, provider, avenger, watchful, pilgrimage, compassionate, merciful, appreciation, effort.**

them and how they show care for special people in their own lives.		
Spring 2: How important is it to Christians that Jesus came back to life after his crucifixion? Christians believe that Jesus was crucified on a cross and buried in a sealed tomb on Good Friday. On Easter Sunday, the tomb was found empty, and Jesus appeared to Mary Magdalene and later to his disciples. Christians believe this shows that Jesus rose from the dead (the Resurrection). This event is central to Christian belief because it represents salvation—Jesus overcoming death so that humans can be reunited with God. Christians also believe it shows God's love (agape), because Jesus was willing to suffer and die for humanity. The New Testament, including the Acts of the Apostles and St Paul's letters, describes and explains these events. Pentecost, 50 days after Easter, is also important because Christians believe Jesus' followers experienced his continuing presence and received the Holy Spirit.	• To know that Jesus was crucified on a cross on Good Friday. • To know that Jesus was buried in a sealed tomb with a stone rolled across the entrance. • To know that the tomb was found empty on Easter Sunday. • To know that Mary Magdalene and the disciples reported seeing Jesus after his death. • To know that Christians believe Jesus rose from the dead (the Resurrection). • To know that the Resurrection is recorded in the New Testament of the Bible. • To know that St Paul's letters and the Acts of the Apostles explain the significance of the Resurrection. • To know that Christians believe Jesus' death and Resurrection bring salvation. • To know that salvation means being saved from separation from God.	**Autumn, seasons, spring, summer, winter, arrest, crucifixion, Easter, Garden of Gethsemane, Palm Sunday, symbol, Emmaus, Easter, interpretation, resurrection, saviour, heaven, last supper, new testament.**

	• To know that Christians believe Jesus showed God's love (agape) through his sacrifice. • To know that Pentecost is celebrated 50 days after Easter and is linked to the Holy Spirit and Jesus' followers. • To know that Christians believe the Resurrection shows Jesus defeated death for all people. • To know that the Easter story is central to Christian belief, worship, and daily life.	
Year 3 **Spring 1:** Is forgiveness always possible for Christians? Christians believe that Jesus, the Son of God, came to Earth to save humanity from sin. Through his death and resurrection, he restored people's relationship with God—this is known as salvation. During his life, Jesus set an example by forgiving others and teaching love and kindness, even though he was without sin himself. He also taught the Lord's Prayer, which highlights the importance of forgiving others in order to receive forgiveness from God.	• To know that Christians believe Jesus is the Son of God who came to save humanity from sin. • To know that salvation is the restoration of the relationship between humans and God through Jesus' death and resurrection. • To know that Jesus was without sin and is shown in the Gospels as kind, loving, and forgiving. • To know that Jesus forgave others during his life as an example for his followers.	**Deliberate, forgive, forgiveness, diversity, Gospel, crime, saviour, paradise, Lamb of God, arrested, beliefs, heaven, enemy, teaching, Messiah, salvation, Incarnation, meaningful, hurtful, resentment, kingdom, significant**

	• To know that the Lord's Prayer teaches that people should forgive others in order to receive forgiveness from God.	
Spring 2: What do some deities tell Sanatanis about God? Sanatanis believe in one supreme being, Brahman, who can appear in many forms, including different deities. Key deities include Shiva and Parvati, who are the parents of Ganesha. Ganesha is known for his wisdom and his ability to remove obstacles after Shiva replaced his head with that of an elephant. Lakshmi, the wife of Vishnu, is the goddess of wealth and good fortune.	• To know that Sanatanis believe in one supreme being, Brahman, who can appear in many different forms. • To know that Brahman is present in the Trimurti and other deities. • To know that Shiva and Parvati are believed to be the parents of Ganesha. • To know that Shiva replaced Ganesha's head with that of an elephant and granted him wisdom and the power to remove obstacles. • To know that Lakshmi is the goddess of wealth and good fortune and is the wife of Vishnu.	**Atman, Brahman, Sanatan Dharma, Sanatani, Brahma, Deity, God, Supreme, aspects, attributes, personality, reflections, avatar, Essence, Trimurti, Ganesha, Lakshmi, positive**
Year 4 **Spring 1**: Why are there four Gospels and how are they relevant to Christians today? The Bible is a collection of books written by different authors, not a single book. The New Testament focuses on the life of Jesus, and its	• To know that the Bible is a collection of books written by different authors, not a single book. • To know that the New Testament focuses on the life of Jesus.	**Difference, event, memory, truth, baptism, biography, incarnation, Gospel, Old Testament, New Testament, trust, version, issues.**

first four books—the Gospels—share the "good news" of his teachings, life, death, and resurrection. These Gospels are linked to Matthew, Mark, Luke, and John, though they were likely written later based on passed-down accounts. Christians believe they are true accounts of Jesus' life, with some events appearing in all four Gospels and others varying depending on the writer's perspective and purpose.	• To know that the Gospels are the first four books of the New Testament and share the "good news" about Jesus' life, teachings, death, and resurrection. • To know that the Gospels are linked to Matthew, Mark, Luke, and John, but were likely written later from passed-down accounts. • To know that Christians believe the Gospels are true accounts of Jesus' life. • To know that some events appear in all four Gospels, while others differ depending on the writer's perspective and purpose.	
Spring 2: How do the events of Easter and Pentecost impact on Christians today? Holy Week includes key events in Jesus' life: Palm Sunday, the Last Supper, the Crucifixion, and the Resurrection. Pentecost marks the moment when the disciples received the Holy Spirit, symbolised by flames, enabling them to speak different languages and spread Jesus' message—often seen as the birth of the Church. Confirmation is a rite of passage where baptised Christians choose to make a personal, adult commitment to God.	• To know that Holy Week includes Palm Sunday, the Last Supper, the Crucifixion, and the Resurrection. • To know that Pentecost is when the disciples received the Holy Spirit, symbolised by flames on their heads. • To know that at Pentecost, the disciples were able to speak in different languages to spread Jesus' message. • To know that Pentecost is often seen as the birth of the Church.	**Decisive action, fear, fire, inspire, paralysed, crucificixion, resurrection, languages, Tongues, anointed, Apostle, baptised, confirmation, denomination, rite of passage, Gifts of the Spirit, Holy Spirit, Pentecost, disciples, Commandments, legacy, salvation**

	• To know that Confirmation is a rite of passage where baptised Christians make an adult commitment to God.	
Year 5 **Spring 1**: How did St Decuman change local belief and culture? This enquiry is about understanding how religion and belief have shaped West Somerset. It focuses on three main areas: the role and influence of paganism in the region, the identity of St Decuman and why his pilgrimage is significant, and how religious figures more broadly have affected and changed local beliefs and culture over time.	• To know that pagan beliefs were an important part of early religious life in West Somerset before Christianity became dominant. • To know that pagan traditions influenced how people understood nature, land, and sacred spaces in the region. • To know that the arrival of Christianity led to a gradual blending and replacement of pagan practices over time. • To know that St Decuman was a Christian figure associated with West Somerset who is believed to have lived as a hermit in the area. • To know that St Decuman's death and burial in the region contributed to the growth of local religious significance and reverence. • To know that St Decuman's pilgrimage became important because it attracted visitors seeking healing, guidance, or spiritual connection.	**Celtic, Sumorsaetae, druids, pagans, dark ages, polytheism, pilgrim, age of saints, pilgrimage, paganism, spiritual guides, society, age, idle, reasoning.**

	• To know that pilgrimage sites linked to saints like St Decuman helped strengthen the spread of Christianity in West Somerset.	
Spring 2: How significant is it for Christians to believe that God intended Jesus to die? Christians believe Jesus, the Son of God, came to save humanity from sin, and his death and resurrection restored the relationship between humans and God (salvation). The Bible shows Jesus knew he would die and predicted his suffering, rejection, and death. He also explained that his purpose in coming into the world was linked to this sacrifice.	• To know that Christians believe Jesus is the Son of God who came to save humanity from sin. • To know that Jesus' death and resurrection restored the relationship between humans and God, known as salvation. • To know that the Bible shows Jesus knew he would suffer and die. • To know that Jesus predicted he would be mocked, insulted, flogged, and killed. • To know that Jesus said he came into the world for the purpose of his death and sacrifice.	**Destiny, free will, intention, purpose, crucifixion, forgiveness, disciples, incarnation, life after death, Pharisee, resurrection, salvation, Pilate, conscience**
Year 6 **Spring 1:** Is anything ever eternal? Christians believe God's love for humanity is eternal and that people can be forgiven if they repent. Jesus taught about heaven as a real place prepared for believers. Christians believe that through Jesus' sacrifice and salvation, forgiven sinners are	• To know that Christians believe God's love for humanity is eternal and never ends. • To know that Christians believe people can be forgiven by God if they are sorry for their wrong actions.	**Christian, Christianity, God, Jesus, Son of God, Holy Spirit, Bible, Messiah, eternal, eternity, forever, agape, binding, conditional, unconditional, consubstantial, promise, serious, covenant, law, oath**

made right with God and can enter heaven to live eternally in his love.	• To know that Jesus taught about heaven as a real place prepared for believers. • To know that Jesus said he was going to "prepare a place" for his followers in heaven. • To know that Christians believe Jesus' sacrifice makes forgiven sinners right with God. • To know that Christians believe those who are forgiven can enter heaven and live eternally with God.	
Spring 2: What can Wells Cathedral and Christian beliefs teach about justice, responsibility and reconciliation in connection to transatlantic slavery? This enquiry introduces children to the concept of **transatlantic slavery** through the lived experience of an individual who was enslaved. Children will begin to understand what enslavement meant for people and explore the ideas of **freedom, justice and hope**. The lesson uses a real historical letter written by Thomas Everson, who was enslaved and wrote to ask for his freedom. Children will learn how **contemporary sources** can help us understand people's experiences of the	• To know that many people were enslaved during the period of transatlantic slavery. • To know that enslaved people were denied their freedom and rights. • To know that enslaved people had their own hopes, feelings and experiences. • To know that Thomas Everson was a real person who was enslaved. • To know that Thomas Everson wrote a letter asking for his freedom. • To know that a contemporary source is information created at the time of an historical event.	**Transatlantic slavery, enslaved, enslavement, freedom, justice, hope, contemporary source, historical source, lived experience, manumission, Antigua, Thomas Everson, prejudice, discrimination, racism, rights, equality**

past. They will examine Everson's letter, considering the language used and what it can tell us about his life, hopes and desire for freedom. They will learn that historical sources can sometimes be difficult to understand and that we may need additional information or a modern version to help us interpret them.	• To know that historical sources can help us understand the experiences of people in the past. • To know that freedom and justice were important to people who experienced enslavement. • To know that people can use historical evidence to learn about the lived experiences of individuals. • To know that slavery, racism, prejudice and discrimination have affected individuals and societies in the past and continue to be important issues to understand.	