

# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year One- Should we celebrate Harvest of Christmas?**

### National Curriculum Links:

- To explore and compare reasons for celebrating Harvest and Christmas.
- To learn that not everyone celebrates the same festivals.

### How does this link to my previous learning?

**Foundation Stage:** Comment on images of familiar situations in the past.

### How does this link to my future learning?

**Year 2 –** Is it important to celebrate the New Year?

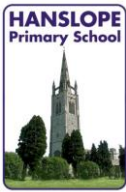
**Year 3-** Is light a good symbol for celebration?

### What key vocabulary will I learn:

- **The star of David** is the special Jewish sign.
- **Jewish people** believe in God, but don't believe Jesus was His son. They do not celebrate Christmas.
- The **cross** is the special Christian sign.
- **Christians** believe Jesus was the **Son of God**.
- **Jealousy** – When you are upset because someone has something you want.
- **Harvest festival** – A time when Christians say thank you and think of others who don't have enough.
- **Four Kinds** – These are special plants that are used at Sukkot. Each herb represents a part of your body and shows that Jews want all parts of them to love God.
- **Synagogue** – is a building where Jews go to worship and pray.
- **Church** – is a building where Christians go to worship and pray.
- **Carols** – are special songs with a Christmas theme.

### What will I know by the end of this unit:

- \* **Sukkot** is the Jewish Harvest Festival. "Sukkah" means tent. It is a time to remember how the Jewish people wandered the desert, trying to find a place to live.
- \* That Sukkot lasts for 7 days.
- \* People make a tent with leaves and branches and eat as many meals as they can in it.
- \* They pray, wave the **four kinds** around, visit the synagogue, light candles and eat special food, including bread dipped in honey.
- \* **Christmas** is a Christian festival to give thanks for the birth of Jesus. Christians go to church, sing carols and light candles to remember that Jesus is the Light of the world.



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## Religious Education Knowledge Organiser

**Year Two-** Do religious symbols mean the same to everyone?

### How does this link to my previous learning?

**Year One-** Do we need shared special places?

### National Curriculum Links:

- To explore the variety of ways people can express beliefs by what they wear.
- To explore the different meanings behind symbols.

### How does this link to my future learning?

**Year Three** – Is light a good symbol for everyone?

**Year Four** – Do Murtis help Hindus understand God?

### What key vocabulary will I learn:

- **Judaism** – Followers of this religion are called Jews. They believe in one God. Jews do not believe Jesus was God's son and do not follow him.
- **Rabbi** – Jewish spiritual leader/teacher (synagogue)
- **Star of David** – symbol associated with the Jewish faith.
- **Menorah Jewish Candlestick** – candle for each day of the creation.
- **Mezuzah** – is a little box on the doorpost containing important Jewish text.

### What will I know by the end of this unit:

**A Rabbi** – is the Jewish leader of the synagogue.

**Tallit** – Jewish prayer shawl. They have knotts or fringes along the edges.

**Tefillin** – black leather boxes that Jewish men wear on their head and their arm during prayer.

**Kippuah** – small hat worn to show respect to God.

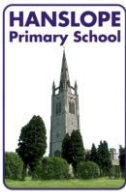
**Vicar** – is a leader of the church. They wear a dog collar. They wear different colour **vestments** for special events.

**Green** – Everyday colour

**Red** – Holy week, Pentecost, Saints Days

**Purple** – Lent and Easter

**White** – Major Festivals



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## Religious Education Knowledge Organiser

**Year Three- Is light a good symbol for celebration?**

### National Curriculum Links:

- To understand the significance of light as a symbol of belief.

### How does this link to my previous learning?

**Year One-** Should we celebrate Harvest or Christmas?

**Year Two-** Do religious symbols mean the same to everyone?  
Is it important to celebrate the new year?

### How does this link to my future learning?

**Year Four:** Do Murtis help Hindus understand God?  
Does the Christmas narrative need Mary?

### What key vocabulary will I learn:

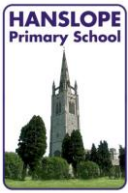
- **Lakshmi** – is the goddess of wealth. Lamps are lit at Diwali to help Lakshmi find her way into people’s homes.
- **Prince Rama** was a great warrior and he has a beautiful wife called **Sita**.
- **Ravana** was a terrible demon King. He had ten heads and twenty arms, and was feared throughout the land.
- **Hanuman** was a monkey who helped Rama get Sita back.
- **King Antiochus** went around the world, fighting against people so that he could make them follow his beliefs.
- **Judah Maccabee and his brothers** decided to fight King Antiochus. They were Jewish.

### What will I know by the end of this unit:

**Diwali** is an important holiday for many Hindus and Sikhs. The word Diwali means ‘row of lighted lamps.’ The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance. Diya lamps are lit.

**Hanukkah or Chanukah** is a Jewish festival which celebrate the temple being returned to the Jewish people. The miracle of the oil lighting the temple lamps lasting for eight days is remembered. It is called the Festival of Lights. A **menorah** is a Jewish candle holder. One candle is lit for each day of the festival. The extra candle is a “server candle” to light the others.

Christians believe **Advent** is a time for prayer and thinking about the times they have made the right choices and the times they could have made better choices. An **Advent wreath** is made from leaves which are twisted to form a circle. The circular shape is a symbol to represent there is no beginning or end to God’s love for the world. Candles are put into the wreath. A candle is lit each Sunday before Christmas Day. One hope, Two peace, Three love, Four pink, Mary and joy. The fifth is white to represent Jesus.



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## Religious Education Knowledge Organiser

**Year Four- Does the Christmas narrative need Mary?**

### National Curriculum Links:

- To explore the role of Mary in Christian life and in the Christmas story in particular.

### How does this link to my previous learning?

**Year One-** Is everybody special? Are some stories more important than others?

**Year Two-** Who should you follow? Can stories change people?

**Year Three-** Is light good for celebration? Does Jesus have authority for everyone? Can made up stories tell the truth?

### How does this link to my future learning?

**Year Five –** Does God communicate with humans?

### What key vocabulary will I learn:

**God** – Christians believe God is holy and distinct from every other thing.

**Christ** – means ‘anointed one’ and is another word for Jesus.

**Virgin Mary** – was Jesus’ mother.

**Icon** – a sacred image used in religious devotion.

**Nativity** – The story from the Bible about the birth of Jesus.

**Nazareth** – The city where Mary and Joseph lived.

**Bethlehem** – The town where Jesus was born, sometimes known as the City of David.

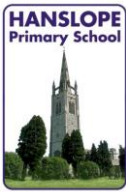
**Census** – A formal count of all people who live in a particular place.

**Inn** – A house where travellers can stay.

**Manger** – A long trough used to feed horses or cattle.

### What will I know by the end of this unit:

- Mary is considered to be the mother of Jesus and that God was His father.
- The key events from Luke’s gospel that involve Mary and the significance to the Christmas narrative.
- Symbols associated with Mary.
- Denominations vary in their treatment of Mary.



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## Religious Education Knowledge Organiser

**Year Five-Does God communicate with humans?**

### National Curriculum Links:

- To understand the Christian story from a biblical viewpoint.
- To explore prayer as communication.

### How does this link to my previous learning?

**Year four** - Do Murtis help Hindus understand God?  
Does the Christmas narrative need Mary?  
Is a holy journey necessary for believers?  
Did Jesus *really* do miracles?

### How does this link to my future learning?

**Year Five-** Are you inspired?  
**Year Six** - Is "God made Man" a good way to understand the Christmas story?  
Can we know what God is like?

### What I will know by the end of this unit:

In Jesus' day, the Jews were looking forward to the coming of the Messiah. Christians believe Jesus was the son of God because hundreds of years before His birth, people in the Old Testament said He would arrive one day.

Jesus' birth was foretold by Isaiah (Ch7v14) "The virgin (young girl) will be with child and will give birth to a son, and will call him Immanuel." (Immanuel means God is with us.) Isaiah also prophesied that someone would be known as the "suffering servant," who suffers because of the sins of others. Jesus is said to fulfil this prophecy through his death on the cross. Micah prophesied that the birthplace of the Messiah (Son of God) would be Bethlehem 800 years before Jesus was born.

Jews do not believe that Jesus was the Messiah and are still waiting for these prophecies to be fulfilled.

For Sikhs, God communicates through meditation; He has revealed himself through His creation as He is creator. He also communicates by His spirit, and also through people's common sense and divine enlightenment.

### What key vocabulary I will learn:

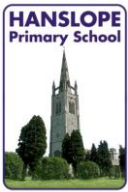
**Prophet** – Somebody who claims to interpret God's will and communicate with the commands of God.

**Propheesied** – Foretold or predicted by God through a person.

Christians believe **prayer** is communication with God as it is both speaking and listening.

When reading the **Bible**, Christians understand that they are reading God's words.

**Angels** are heavenly beings that bring God's word to people.



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## Religious Education Knowledge Organiser

**Year Six-** Is “God made man” a good way to understand the Christmas story?

### How does this link to my previous learning?

**Year Five** – Does God communicate with humans?

**Year Three-** Does Jesus have authority for everyone?

### What key vocabulary will I learn:

**Incarnation** – When a deity takes human form. In Christianity, this is believed to have happened when God came to Earth as Jesus.

**Emmanuel or Immanuel** – means “God with us.”

**Godpel** – This is a record of Christ’s life and teaching in the first four books of the New Testament. They are written by Matthew, Mark, Luke and John.

**Avatar** – A Hindu avatar is the early incarnation of God as man.

### National Curriculum Links:

- To explore the concept of incarnation in the Christmas story.
- To compare the Biblical narrative with a traditional Christmas story.

### How does this link to my future learning?

- Children will continue to build on this knowledge as they move into Key Stage 3.

### What will I know by the end of this unit:

“in the beginning was the word and the word was with God, and the word was God.” (Jesus was the word)

**John’s Gospel** tells Christians that Jesus is part of God. He always existed and brings light (hope, goodness) to the world and evil cannot overcome this. Many people did not recognise the importance of Jesus in his lifetime, (hence his crucifixion.)

#### How do the gospel accounts differ?

#### Matthew

Jesus was born in Bethlehem because that’s where Mary and Joseph lived. They then settled in Nazareth because it was away from Herod. Wise men visit Jesus, but not manger, no shepherds.

#### Luke

Mary and Joseph lived in Nazareth, went to Bethlehem for a census (although there is no Roman record of a census taken at that time.) Jesus was put into a manger. Shepherds visit Jesus, but no wise men.