

# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year One-** Does Creation help people understand God?

### National Curriculum Links:

- To understand Christian and or Jewish beliefs about creation and the character of God.

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

**Foundation Stage:** Understanding the world – Children will explore the world around them.

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

Year 5 – What is best for our world? Does religion help people decide?  
Year 6 – Does it matter what we believe about creation?

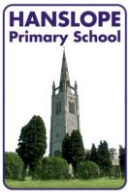
### What key vocabulary will I learn:

- **Creation-** the act of creating or causing something to exist.
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- **Creation story-** a story that explains how the Earth and humans came into existence. In this story, Christians and Jews believe that God created the world in six days. On the seventh day, God rested.
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- **Old Testament-**the first part of the Bible containing stories and writings from before the birth of Jesus.
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- **Genesis-**the first book of the Bible and the first book of the Torah (part of the Tanakh).
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- **Sabbath/Shabbat-**the day of rest and worship on the seventh day of the week.
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### What will I know by the end of this unit:

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

- \*The Christian Creation story from Genesis 1
- \*The phrase “And God saw that it was good”
- \*Most Christians believe that the Creation story teaches them that God is Creator
- \*Through the Creation story, God shows the attributes of: power, might, love and kindness
- \*Know that Christians and Jews believe that God made humankind and that he made them to create as well and has a special relationship with them



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## Religious Education Knowledge Organiser

**Year Two-** Is it important to celebrate the New Year?

### National Curriculum Links:

- To explore the ways that different people and different faiths celebrate New Year.

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

- Year 1 – Should we celebrate Harvest or Christmas?
- Year 1 – Do we need shared special places?

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

Year 3 – Is light a good symbol for celebration?

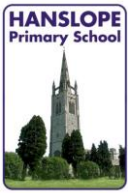
### What key vocabulary will I learn:

- **Celebration**-the action of celebrating an important day or event.
- **New Year**-the first few days or weeks of a year.
- **Rosh Hashanah (Head of the Year)**- a time when Jewish people think about leaving their old shortcomings behind and look forward to a sweet new year, praying for a year of life, health and prosperity.
- **Shofar**- a ram's horn
- At Rosh Hashanah, the Shofar is sounded as a call to say sorry and as a celebration of God as King of the universe.
- **Yom Kippur**- Day of Atonement

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

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

- \*Key features of New Year celebrations explored
- \*The New Year celebrated in the United Kingdom is not a religious festival
- \*The story of Adam and Eve and the sacrifice of Isaac
- \*The foods eaten at Rosh Hashanah and their significance
- \*The significance of the Shofar



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Three-** To explore the impact Jewish beliefs have on the life of a child.

### National Curriculum Links:

- To explore the impact Jewish beliefs have on the life of a child.

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

Year 2 – How should you spend the weekend?

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

- Year 4 – Should believers give things up?
- Does prayer change things?

### What key vocabulary will I learn:

**Judaism-**religion and way of life of the Jewish people.

**Belief-** an acceptance that something exists or is true, especially one without proof.

**Commandments-** a divine rule.

**Orthodox Jew-** strictly follows Jewish laws and traditions in everyday life.

**Shabbat/Sabbath-** day of rest on the seventh day of the week.

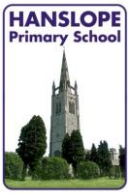
### What will I know by the end of this unit:

\*Most Jewish people place emphasis on the Ten Commandments as well as 613 Mitvot.

\*The story of the giving of The Ten Commandments

\*The difference between observant Jews and other people, particularly in terms of kosher food, dress and Shabbat observance

\*Differences that may be observed in a Jewish household and the implications for children



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Four-** Is a holy journey necessary for believers?

### National Curriculum Links:

- To explore the holy journeys made by believers; the reasons and impact for such journeys.

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

Year 2 – How should we spend the weekend?

Year 1 – Do we need shared special places?

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

Year 5 – Does God communicate with humans?

Year 5 – Are you inspired?

### What key vocabulary will I learn:

**Hindu-** follow of Hinduism.

**Christianity-**the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

**Pilgrimage-**a journey, especially a long one, made to a sacred place as an act of religious devotion.

**Worship-**the feeling or expression of adoration for a deity.

**Deity-**a god or goddess

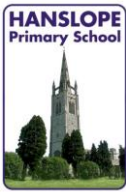
**Sacred-** connected with God or a god, dedicated to a religious purpose.

**Holy-**dedicated to God or a religious purpose.

**Miracle-**an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine being.

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

- \*The difference between a pilgrimage and a holiday
- \*A range of pilgrimages for Christians and Hindus
- \*Why people choose to participate in a pilgrimage
- \*The impact a pilgrimage may have on a participant



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Five- Does the community of the Mosque help Muslims lead a better life?**

### National Curriculum Links:

- To explore how the Mosque is viewed and how it influences the life and belief of Muslims.

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

Year 5 – Do Muslims read the Qu’ran?  
Year 4 – Should believers give things up?  
Does prayer change things?  
Year 1 – Do we need shared special places?

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

Year 6 – Does it matter what we believe about creation?

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

- \*Features of a Mosque
- \*Men and women are usually kept separate in a Mosque.
- \*The Qur’an is not kept wrapped on a high shelf in the Mosque as the whole building is considered holy.
- \*Worshippers face the same direction in the main worship hall.
- \*There are places for ritual washing.
- \*The Mosque is the focus on Fridays for the five daily prayers.
- \*Key differences between a Mosque and a Church
- \*The term Ummah applies to all Muslims and refers to the unity of Islam.

### What key vocabulary I will learn:

**Mosque (Masjid)**- a place of prayer for Muslims.

**Community**-a group of people that have certain attitudes and interests in common.

**Ummah**-the whole community of Muslims bound together by their faith.

**Wudu**- ritual washing before daily prayer.

**Five Pillars of Islam**- the **five things** that Muslims are expected to do.

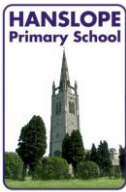
**Shahadah: Declaration of faith**

**Salah: Pray five times a day**

**Zakat: Donate to charity**

**Sawm: Fast for one month during Ramadan**

**Hajj: Pilgrimage to Mecca once in their lifetime**



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Six- Do clothes express beliefs?

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

- Year 5 – Do Muslims read the Qu’ran?
- Year 5 – Do clothes express belief?
- Year 2 – Do religious symbols mean the same to everyone?
- Year 1 – Is everybody special?

### National Curriculum Links:

- To explore whether clothing rules and restrictions can express belief and give people a sense of identity.

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

- Learning will be continued into Key Stage 3.

### What key vocabulary will I learn:

**Islam-** the religion of Muslims.

**Judaism-** the religion of Jewish people.

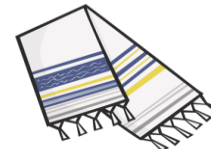
**Modest-** clothing that reflects the spiritual and stylistic requirements for reasons of faith or religion.

**Dress Code-** the required manner of dress.

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

- \*The religious significance behind a range of dress codes
- \*Links between specific passages of the Qur’an and the Torah
- \*Why some people follow dress codes
- \*The impact that following a dress code has on the life of a believer
- \*People follow dress codes for non-religious reasons

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



TALLIT – a prayer shawl.

KIPPAH – skull cap worn by men in the synagogue.



## Judaism

The word hijab means 'to cover' so is often used to describe the headscarves worn by Muslim women and girls.

Hijabs come in many styles and colours.

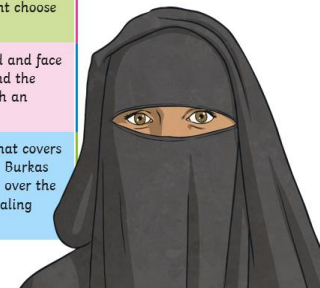
The most common type in the UK covers the head and neck and leaves the face clear.



There are many other face veils that Muslim women might choose to wear.

A **niqab** covers your head and face but leaves the area around the eyes clear. It is worn with an additional headscarf.

A **burka** is another veil that covers the whole face and body. Burkas often have a mesh screen over the eyes. It is the most concealing Islamic veil.



## Islam