

Hanslope Primary School

Religious Education Knowledge Organiser

Year One- Do we need shared special places?

How does this link to my previous learning?

- Year One- Is everybody special? Should we celebrate Harvest or Christmas?

National Curriculum Links:

- To explore the significance and role of the synagogue for Jews
- To become aware of the role of the home for Jews
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

- Year Two- How should we spend the weekend?
- Year Five- Does the community of the Mosque help Muslims lead better lives?

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.

Sacred space- a meaningful space which can be constructed for religious purposes, such as a temple. Places that are religiously interpreted such as rivers and mountains can also be considered as a sacred space.

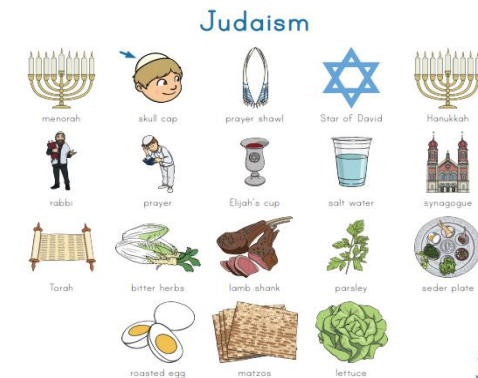
Synagogue- a sacred space used for public worship by Jews.

Mosque- a sacred space used for public worship by Muslims.

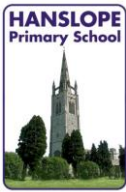
Gurdwara- a sacred space used for public worship by Sikhs.

Mandir- sacred space used for public worship by Hindus.

What will I know by the end of this unit:



- What a synagogue looks like
- Key features of a synagogue and how they are used
- How the synagogue is important to Jewish people
- How the synagogue compares to a place that is special personally



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Year Two- How should we spend the weekend?

How does this link to my previous learning?

- Year One- Do we need shared special places?

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.

Shabbat- the Jewish day of rest.

Creation- Christian and Jewish people share a common creation story which is shared in the book of Genesis. It tells the story of how God created the world.

National Curriculum Links:

- To explore the practice of observing Shabbat and the implications for Jewish believers and children.
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

- Year Three- Does taking bread and wine show that someone is a Christian? Does Jesus have authority for everyone?
- Year Five- Does the community of the Mosque help Muslims lead better lives?

What will I know by the end of this unit:

Shabbat



challah



kiddush cup



Havdalah candle



siddur



Judaism



Sabbath

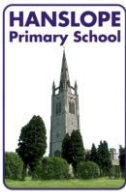


synagogue



family meal

- * Key rules, rituals and practices associated with the Jewish Shabbat
- *There are many more rules than we know
- *Key features of the Shabbat meal and the main artefacts associated with it
- *The link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story
- *Why Shabbat is important for Jews



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Year Three- Can made-up stories tell the truth?

National Curriculum Links:

- To explore how Jesus taught truths through story and why he chose to do this
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year One- Are some stories more important than others?
- Year Two- Can stories change people?
- Year Three- Does Jesus have authority for everyone?

How does this link to my future learning?

- Year Four- Does the Christmas narrative need Mary? Did Jesus really do miracles?
- Year Five- Does God communicate with humans?
- Year Six- Is 'God made Man' a good way to understand the Christmas story? Does it matter what we believe about creation?

What key vocabulary will I learn:

Truth- a fact or belief that is accepted as true.

Parable- a simple story used to illustrate a moral or spiritual lesson.

Moral- right or wrong behaviour.

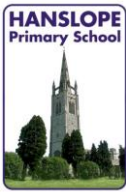
Fable- a short story, often with animals as characters, which has a moral meaning.

Myth- a traditional story concerning the early history of people, typically involving supernatural beings.

What will I know by the end of this unit:

- *A range of meanings for the stories covered, especially focusing on what Christians might take from the story
- *The difference between, truths, untruths and truth that is hidden behind story
- *Connections between the stories Jesus told and other stories that have been read
- *The value of using story to tell truths, including those from other faiths
- *Some of the parables that Jesus told: The Lost Sheep, The Good Samaritan, The Lost Son (Luke 15 11-32)





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Year Four- Does prayer change things?

National Curriculum Links:

- To explore the reasons why believers pray and what they believe the results are
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year Two- Do religious symbols mean the same to everyone? Can stories change people?
- Year Three- Does taking bread and wine show that someone is a Christian?
- Year Four- Is a holy journey necessary for believers? Did Jesus really do miracles?

How does this link to my future learning?

- Year Five- Do Muslims need the Qur'an? Does God communicate with humans?

What key vocabulary will I learn:

Prayer- request for help or expression of thanks to God or another deity.

Sin-a thought or behaviour that is against God's way.

Salvation-forgiveness/ deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ.

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

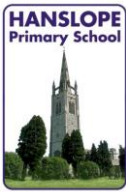
Types of prayer: intercession, supplication, confession, adoration and thanksgiving

What will I know by the end of this unit:

- *The correct terms for different types of prayer and types of written or spoken prayers
- *At least three tales from the Bible and the impact that prayer has in these accounts
- *The link between tales from the Bible to some modern examples
- *The significance of prayer in the lives of historic and contemporary Christians and how to make some comparisons with prayer in other faiths
- *Not everyone prays or believes that prayer has any value

The Lord's Prayer

Our Father in Heaven,
Hallowed be Your name,
Your Kingdom come,
Your will be done,
On earth as it is in Heaven.
Give us today our daily bread.
Forgive us our sins,
As we forgive those who sin against us.
Lead us not into temptation,
But deliver us from evil.
For the Kingdom, the power
And the glory are Yours
Now and for ever.
Amen.



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Year Five- What is best for our world? Does religion help people decide?

National Curriculum Links:

- To explore how and why believers help others through charity and service (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year One- Does creation help people understand God?
- Year Three- Is a Jewish child free to choose how to live?
- Year Four- Does prayer change things?

How does this link to my future learning?

- Year Six- Are the Saints encouraging role models? Do clothes express beliefs? Does it matter what we believe about creation?

What I will know by the end of this unit:

*Using some religious texts, state why Christians and Muslims give to other people and help those in need

*About Zakat and the motivation for Muslims to give to the needy

*Some of the things that the world needs and to be able to identify ways in which charities, both religious and secular, aim to meet those needs

*The principle of tithing and the implications for the giver and the receiver

What key vocabulary I will learn:

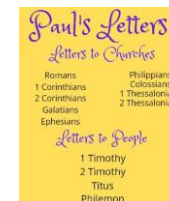
Inspiration- something that makes someone want to do something.
Christianity- the religion based on the person and teachings of Jesus Christ or its beliefs and practices.

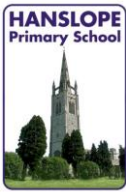
Charity- an organisation set up to provide help and raise money for those in need.

Tithing- the practice of taking or paying.

Islam- followers of Islam are called Muslims. They live a life of submission to Allah.

Zakat- payment made annually under Islamic law. It is one of the Five Pillars of Islam.





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Year Six- Does it matter what we believe about creation?

National Curriculum Links:

- To explore different views of creation and consider the consequences of holding certain beliefs.
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year One- Does creation help people understand God?
- Year Two- How should you spend the weekend?
- Year Four- Did Jesus really do miracles?
- Year Five- Does the community of the Mosque help Muslims lead better lives? What is best for our world? Does religion help us to decide?

How does this link to my future learning?

- Key Stage Three-Further exploration of Christianity, alongside Sikhism and Buddhism.

What key vocabulary will I learn:

Multi faith- something that involves a variety of religions.

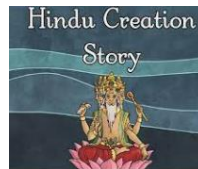
Creation- a belief in how the world was made.

Stewardship- the job of supervising or taking care of something.

Tawhid- the Muslim belief that Allah is one in His being and attributes. He is the only one that is worthy of being worshipped and obeyed.

Aum/ Om- Hindu symbol of the Universe and ultimate reality.

Creator- a person or thing that brings something into existence.



What will I know by the end of this unit:

- * A variety of creation accounts
- * How to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world
- * How to use other religious texts to inform responses to environmental issues, comparing personal responses with those of believers in other faiths or none

