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| RE Knowledge Map |
| **KS1 Cycle A** |
| Autumn Term 1Unit 1.6 Who is Muslim and how do they live?(Part 1) |
| Make sense of belief: * I recognise the words of the Shahadah and that it is very important for Muslims.
* I know some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.

Understand the impact: * I know some examples of how Muslims use the Shahadah to show what matters to them.

Make connections:* I can think, talk about and ask questions about Muslim beliefs and ways of living.

Key vocabulary: important, special, people, objects, God, invisible, Muslim, Allah, Shahadah, Five Pillars of Islam |
| Autumn Term 2 Unit 1.3 UC Why does Christmas matter to Christians? |
| Make sense of belief: * I know a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.
* I know that stories of Jesus’ life come from the Gospels.

Understand the impact:* I know some examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Make connections:* I can decide what I personally have to be thankful for, giving a reason for my ideas
* I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.

Key vocabulary: Christmas, signs, symbols, Christian, secular, Gospels, Jesus, God, incarnation, Nazareth, Gabriel, Mary, Joseph, Bethlehem, manger, angels, shepherds, Kings, wise men, gifts, frankincense, gold, myrrh, crib, Advent, preparation, traditions, wreath, calendar, candle, carol, qualities |
| Spring Term 1Unit 1.6 Who is Muslim and how do they live? (Part 2) |
| Make sense of belief: * I recognise the words of the Shahadah and that it is very important for Muslims.
* I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understand the impact: * I know some examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).
* I can give some examples of how Muslims put their beliefs about prayer into action.

Make connections:* I can think, talk about and ask questions about Muslim beliefs and ways of living.
* I can give reasons why Muslims pray, such as respect, celebration and self-control, giving a good reason for my ideas.
* I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.

Key vocabulary: Leader, Prophet Muhammed, messenger, followers, teaching, Shahadah, Muslims, Qur’an, holy book, Arabic, Hafiz, Ibadah, worship, Five Pillars, belief (Shahadah), prayer (salah) |
| Spring Term 2Unit 1.5 UC Why does Easter matter to Christians? |
| Make sense of belief: * I know that Incarnation and Salvation are part of a ‘big story’ of the Bible.
* I know the stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

Understand the impact: * I know at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.

Make connections:* I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven.
* I can explore different ideas about Easter and give good reasons for my ideas.

Key vocabulary: Palm Sunday, Jesus, Jerusalem, palm cross, welcome, Maundy Thursday, betray, disciple, Judas, forgive, The Last Supper, arrest, Holy Communion, Mass, bread, wine, Good Friday, crucifixion, cross, die, sin, salvation, Easter Sunday, miracle, resurrection |
| Summer Term 1Unit 1.4 UC What is the 'good news' Christians say Jesus brings? |
| Make sense of belief:* I know some stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news.
* I know clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
* I know that Jesus gives instructions to people about how to behave.

Understand the impact: * I know at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
* I know at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

Make connections:* I can think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live,
* I can give good reasons for their ideas about ‘good news’.

Key vocabulary:gospel, good news, forgiveness, charity, confession |
| Summer Term 2Unit 1.8 What makes some places sacred to believers? |
| Make sense of belief:* I know that there are special places where people go to worship, and talk about what people do there.
* I know at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.
* I know a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

Understand the impact: * I know examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.
* I know simple examples of how people worship at a church, mosque or synagogue.
* I know why some people like to belong to a sacred building or a community.

Make connections:* I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
* I can explain what makes some places special to people, and what the difference is between religious and non-religious special places.

Key vocabulary:worship, church, mosque, synagogue, sacred buildings |
| **Cycle B** |
| Autumn Term 1Unit 1.2 UC Who do Christians say made the World? |
| Make sense of belief:* I know the story of creation from Genesis 1:1–2.3and can retell it simply.
* I know that that ‘Creation’ is the beginning of the ‘big story’ of the Bible.
* I know what the story tells Christians about God, Creation and the world.

Understand the impact: * I know at least one example of what Christians do to say thank you to God for Creation.

Make connections:* I can think, talk and ask questions about living in an amazing world.
* I can give a reason for the ideas I have and the connections I make between the Christian/Jewish Creation story and the world we live in.

Key vocabulary:Creation (story) , Genesis, Bible |
| Autumn Term 2 Unit 1.10 What does it mean to belong to a faith community? |
| Make sense of belief:* I know that loving others is important in lots of communities.
* I know and can say simply what Jesus and one other religious leader taught about loving other people.

Understand the impact: * I know what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.
* I know at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

Make connections:* I know examples of ways in which people express their identity and belonging within faith communities and other communities, and I responding sensitively to differences.
* I can talk about what I think is good about being in a community, for myself and others, giving a good reason for my ideas.

Key vocabulary:faith, welcome ceremonies, marriage |
| Spring Term 1Unit 1.1 UC What do Christians believe God is like? |
| Make sense of belief:* I know what a parable is.
* I know the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
* I know a clear, simple account of what the story means to Christians.

Understand the impact: * I know at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).
* I know an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).

Make connections:* I can think, talk and ask questions about whether I can learn anything from the story for myself, exploring different ideas and reasons.
* I can give a reason for my ideas the connections I make.

Key vocabulary:parable, God the Father, worship, love, forgiveness |
| Spring Term 2/ Summer 1Unit 1.7 Who is Jewish and how do they live? |
| Make sense of belief:* I can recognise the words of the Shema as a Jewish prayer.
* I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).
* I know some examples of how the stories are used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

Understand the impact: * I know some examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
* I know and can make links between Jewish ideas of God found in the stories and how people live.
* I know an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

Make connections:* I understand what is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas.
* I can give some ideas about whether reflecting, thanking, praising and remembering have something to say to me too.

Key vocabulary:Shema, Chanukah, Shabbat, meuzah |
| Summer Term 2Unit 1.9 How should we care for others and the world and why does it matter? |
| Make sense of belief:* I know a story or text that says something about each person being unique and valuable.
* I know an example of a key belief some people find in one of these stories (e.g. that God loves all people).
* I know a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

Understand the impact: * I know an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.
* I know some examples of how Christians and Jews can show care for the natural earth.
* I know why Christians and Jews might look after the natural world.

Make connections:* I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
* I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Key vocabulary:care for others and the natural world, being unique and valuable |