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| RE Knowledge Map |
| **LKS2 Cycle B** |
| Autumn Term 1  Unit L2.7 What do Hindus believe God is like? |
| Make sense of belief:   * I know some Hindu deities and say how they help Hindus describe God. * I know and make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. * I can offer informed suggestions about what Hindu murtis express about God.   Understand the impact:   * I know simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali). * I know some different ways in which Hindus worship.   Make connections:   * I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. * I can make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.   Key Vocabulary:  Hindu, Svetaketu, Ganesh, Diwali, murtis, deity, Brahma |
| Autumn Term 2  Unit L2.3 UC What is the Trinity and why is it important for Christians? |
| Make sense of belief:   * I know what a ‘Gospel’ is and give an example of the kinds of stories it contains * I know and can offer suggestions about what texts about baptism and Trinity mean. * I can give some examples of what these texts mean to some Christians today   Understand the impact:   * I know how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.   Make connections:   * I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.   Key Vocabulary:  Trinity, Father, Son, Jesus, Holy Spirit, Baptism, Gospels, prayer |
| Spring Term 1  Unit L2.8 What does it mean to be a Hindu in Britain today? |
| Make sense of belief:   * I know the terms dharma, Sanatana Dharma and Hinduism and say what they mean. * I know and can make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma).   Understand the impact:   * I know how Hindus show their faith within their families in Britain today (e.g. home puja). * I know how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). * I know some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India.   Make connections:   * I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.   Key Vocabulary:  Dharma, Sanatana Dharma, faith community, puja, arti, bhajans, mandir, home shrine |
| Spring Term 2  Unit L2.5 UC Why do Christian call the day Jesus died Good Friday? |
| Make sense of belief:   * I know the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live. * I know and can offer informed suggestions about what the events of Holy Week mean to Christians. * I know examples of what Christians say about the importance of the events of Holy Week.   Understand the impact:   * I know simple links between the Gospel accounts and how Christians mark the Easter events in their communities. * I know how Christians show their beliefs about Jesus in worship in different ways.   Make connections:   * I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for my suggestions.   Key Vocabulary:  Salvation, Holy Week, Last Supper, Good Friday, Easter Sunday, Gospels |
| Summer Term 1  Unit L2.6 UC For Christians, what was the impact of Pentecost? |
| Make sense of belief:   * I know clear links between the story of Pentecost and Christian beliefs about the ‘Kingdom of God’ on earth. * I know and can offer informed suggestions about what the events of Pentecost in Acts 2 might mean. * I know examples of what Pentecost means to some Christians now.   Understand the impact:   * I know simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. * I know how Christians show their beliefs about the Holy Spirit in worship.   Make connections:   * I can make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for my ideas.   Key Vocabulary:  Pentecost, Kingdom of God, Acts 2, the Holy Spirit. |
| Summer Term 2  Unit L2.11 How and why do people mark the significant events of life? |
| Make sense of belief:   * I know some beliefs about love, commitment and promises in two religious traditions and describe what they mean. * I know and can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.   Understand the impact:   * I know what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. * I know simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). * I know some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).   Make connections:   * I can raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. * I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies. * I can give good reasons why they think ceremonies of commitment are or are not valuable today.   Key Vocabulary:  love, commitment, promises, religious, non-religious, marriage, baptism, sacred thread, marking milestones |
| **Cycle A** |
| Autumn Term 1  Unit L2.1 UC What do Christians learn from the Creation story? |
| Make sense of belief:   * I know about the concepts of God and Creation and can place them on a timeline of the Bible’s ‘Big Story’. * I know clear links between Genesis 1 and what Christians believe about God and Creation. * I know that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world.   Understand the impact:   * I know what Christians do because they believe God is Creator, e.g. they follow God, wonder at how amazing God’s creation is and care for the earth. * I know how and why Christians might pray to God, say sorry and ask for forgiveness.   Make connections:   * I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.   Key Vocabulary:  Creation (story), Genesis 1, ‘the Fall’, God the Creator |
| Autumn Term 2  Unit L2.10 How do festivals and family life show what matters to Jewish people? |
| Make sense of belief:   * I know some Jewish beliefs about God, sin and forgiveness and describe what they mean. * I know some clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. * I know some informed suggestions about the meaning of the Exodus story for Jews today.   Understand the impact:   * I know some simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals.) * I know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.   Make connections:   * I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and/or look forward to the future. * I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, * I can reflect on my own life in the light of this unit, and give good reasons for my ideas.   Key Vocabulary:  sin, forgiveness, Exodus, Jewish people, saying sorry, forgiveness, freedom, justice |
| Spring Term 1  Unit L2.2 UC What is it like for someone to follow God? |
| Make sense of belief:   * I know clear links between the story of Noah and the idea of covenant.   Understand the impact:   * I know some simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.   Make connections:   * I can make links between the story of Noah and how we live in school and the wider world.   Key Vocabulary:  Noah, covenant, wedding ceremonies |
| Spring Term 2  Unit L2.9 How do festivals and worship show what matters to a Muslim? |
| Make sense of belief:   * I know some beliefs about God in Islam, expressed in Surah 1. * I know some clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).   Understand the impact:   * I know some examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. * I know some links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).   Make connections:   * I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. * I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas.   Key Vocabulary:  Muslims, Surah 1, ibadah, prayer, fasting, celebrating, community, mosque, submission, self-control, harmony, Creator |
| Summer Term 1  Unit L2.4 UC What kind of world did Jesus want? |
| Make sense of belief:   * I know answers to this question are found in a ‘Gospel’, which tells the story of the life and teaching of Jesus. * I know some clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. * I can suggest ideas about what Jesus’ actions towards outcasts were. * I can find out what Jesus’ actual actions towards outcasts were and what they mean for a Christian.   Understand the impact:   * I know some examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways.   Make connections:   * I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas.   Key Vocabulary:  Gospel, followers, ‘fishers of people’, disciples, outcasts |
| Summer Term 2  Unit L2.12 How and why do people try to make the world a better place |
| Make sense of belief:   * I know some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). * I know links between religious beliefs and teachings and why people try to live and make the world a better place.   Understand the impact:   * I know some simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). * I know some examples of how people try to live (e.g. individuals and organisations). * I know some differences in how people put their beliefs into action.   Make connections:   * I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. * I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas. * I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.   Key Vocabulary:  sin, tikkun olam, Tzedek, beliefs and actions, religious and non religious |