



Cheshire West & Chester RE Knowledge Organiser Christianity Year 6



WHAT CAN WE LEARN FROM CHRISTIAN RELIGIOUS BUILDINGS AND MUSIC?

Our Enquiry Steps:

What would I expect to find in Christian places of worship?

What would my local church want me to know about them?

Which piece of art or artefact from my local church can I find out more about?

How is music used in church?

How does the “Lord of the Dance” and “See what a morning” to the Gospel narratives of Easter?

How does the Christian communities demonstrate their beliefs through song and silence?

I can describe and make connections between different features of the religions and worldviews we have studied.

I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.

I can discuss my own and other’s spiritual experiences and find connections between communities.

I can discuss issues about community cohesion and demonstrate understanding of different views.

Our End Points:

Emerging: I can tell you about my local church, the building, special artefacts and it’s role in the community.

Expected: I can tell you about the use of music in Christian worship. I can explain how music can help a Christian explain their faith and can help them feel closer to God.

Exceeding: I can link my understanding of the local church to the church as a world wide community.

Songs/Music:

The Lord’s Prayer - Hillsong Worship <https://www.youtube.com/watch?v=nCxqjEz5hJ4>

The Lord’s Prayer - African Sanctus <https://www.youtube.com/watch?v=J7f5cevDigI>

The Lord's Prayer - Andrea Bocelli <https://www.youtube.com/watch?v=u8jlmIjg4UY>

The Lord of the Dance <https://www.youtube.com/watch?v=214Vdyo6kSs>

See What a Morning <https://www.youtube.com/watch?v=-Qlc0UIRkBk>

Remember Me <https://www.youtube.com/watch?v=nhFBX5ZSySo>

Come and See https://www.youtube.com/watch?v=y_8BZmWb2N8

Christ the Lord is Risen Today <https://www.youtube.com/watch?v=jfNwvNhpK4>

Sing Out an Easter Song—<https://www.youtube.com/watch?v=0YwIX49ieOE>

Merciful Saviour—One Hope Project <https://www.youtube.com/watch?v=915bhvKxres>

Blinded By Your Grace Stormzy -https://www.youtube.com/watch?v=YsxBrb_uXNg

Taixe—<https://www.youtube.com/watch?v=M-hybuhxJg8>

Will You Come and Follow Me—<https://www.youtube.com/watch?v=9EU55SVdjdE>

Laudate Dominum (Taizé Chant) https://www.youtube.com/watch?v=mwRMT2_pi9c

Jesus Remember Me (Chant) <https://www.youtube.com/watch?v=RGB2E0NzO2A>

Key Artefacts

| | | | | | |
|--|---|---|---|---|--|
|  |  |  |  |  |  |
| Chalice | Jesus | Tabernacle | Paten | Christ | Immaculate Mary |
| |  |  |  |  | |
| | Ciborium | | Jesus Christ the Redeemer—Rio | | |



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Islam Year 5



Why are the Five Pillars important to Muslims?

RE Skills to develop

I can describe and make connections between different religions and worldwide celebrations.

I can identify differences and similarities between different religions and worldviews.

I can discuss my views about what is right and wrong and what is just and fair and I can respect and understand the views of others.

Our Enquiry Steps:

- What are the Five Pillars of Islam?
- What is the Shahadah?
- How do Muslims prepare for prayer?
- Why do Muslims fast? (Sawm)
- What is the pattern of prayer for Muslims? (Salat/Salah)
- How do Muslims show care for others? (Zakah)
- Why do Muslims go on Pilgrimage? (Hajj)

Key Stories

- <http://www.bbc.co.uk/education/clips/zn6sb9q>
- <http://www.bbc.co.uk/education/clips/zgx6yrd>
- <http://www.bbc.co.uk/education/clips/zyvcdm>
- <https://www.bbc.co.uk/programmes/p02mwhw0>
- <http://www.bbc.co.uk/education/clips/z434wmn>
- <http://www.bbc.co.uk/education/clips/z7rxn39>
- <https://www.bbc.co.uk/programmes/p02mwdx>
- <http://www.bbc.co.uk/education/clips/zvvr87h>
- <https://www.bbc.co.uk/programmes/p02q87r8>
- <http://www.bbc.co.uk/education/clips/zrsd2hv>
- <https://www.bbc.co.uk/programmes/p02mwk0y>

Key Artefacts and Symbols



| Key Vocabulary | Definition |
|----------------|--|
| Belief | An acceptance that something exists or is true. |
| 5 Pillars | The five basic rituals or obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. |
| Shahadah | A key Islamic statement of faith – ‘There is no god but Allah, and Muhammed is his messenger.’ This is the first pillar of Islam. |
| Qur’an | The Islamic sacred book. |
| Wudu | Is the Islamic procedure for the cleansing parts of the body prior to prayer. Wudu involves washing the hands, mouth, nostrils, arms, head and feet with water. |
| Sawm | Sawm is the fasting. It’s the fourth of the Five Pillars of Islam. Muslims are required to fast during Ramadan. |
| Ramadan | Ramadan is the ninth month of the Islamic calendar, when Muslims fast during daylight hours. |
| Salah/Salat | Salah/Salat is the obligatory Muslim prayers, performed 5 times each day by Muslims. It is the second Pillar of Islam. |
| Zakah/Zakat | Zakah is the compulsory giving of a set of proportion of one’s wealth to charity. It is regarded as a type of worship and of self-purification. It is the third Pillar of Islam. |
| Hajj | Hajj is the Pilgrimage to Mecca. All Muslims who are physically able to must make this journey once in a lifetime. |
| Pilgrimage | A journey, especially a long one, made to some sacred plac as an act of religious devotion. |

Our End Points:

Emerging: Be able to tell you that Muslims worship Allah, attend a Mosque, read the Qur’an and about some of the rituals that are associated with preparation and prayer.

Expected: Explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on their own lives. Discuss different parts of the Hajj and understand how important this is for a Muslim.

Exceeding: Be able to explore the relevance of beliefs for a Muslim and explain similarities and differences to their own views/beliefs. Be able to discuss how belief impacts and influences the day to day life of a Muslim as well as special events throughout the year. Use all key vocab correctly and with a high level of understanding, explaining the impact of each of the pillars to a Muslim.



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Sikhism Year 5



WHY IS COMMUNITY AND EQUALITY IMPORTANT TO SIKHS?

RE Skills to develop

I can explore and describe a range of beliefs, symbols and actions.
I can clearly and coherently explain the religions and worldviews I encounter.
I can explore and make personal informed responses to ultimate questions.
I can demonstrate an understanding of different views.

Our Enquiry Steps:

What do Sikhs believe?
 Who is Guru Nanak and how did he become a teacher and leader?
 What is the Guru Granth Sahib?
 What is the symbolism of the 5Ks and why is the community important for Sikhs?
 How do Sikhs lead their lives to the best of their ability?
 How do Sikhs remember the birthday of Guru Nanak?

| Key Vocabulary | Definition |
|-------------------|---|
| 5 Fingers | Sikhism, Sikh, Guru Granth Sahib, Punjabi, Gurmukhi, Gurdwara |
| Guru Nanak | Guru Nanak was the founder of Sikhism and is the first of the ten Sikh Gurus. |
| Guru Granth Sahib | Guru Granth Sahib is the holy book of Sikhism. |
| Gurmukhi | Sikh scripts- this is the language the the Guru Granth Sahib is written in. |
| Panth and Khalsa | Khalsa refers to both a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs. The Khalsa tradition was initiated in 1699 by the last living Guru of Sikhism, Guru Gobind Singh. Panth is the terms used for several religious traditions in India. They are founded by a Guru or an Acharya. |
| 5Ks | The 5Ks, are five items that Guru Gobind Singh commanded Khalsa Sikhs to wear at all times. They are: Kesh (uncut hair), Kangha (a wooden comb for the hair), Kara (an iron bracelet), Kachera (100% cotton tieable undergarment) and Kirpan (an iron dagger large enough to defend oneself). |
| Gurdwara | A Gurdwara is the place where Sikhs come together for worship. |
| Guru | Teacher |

Key Stories

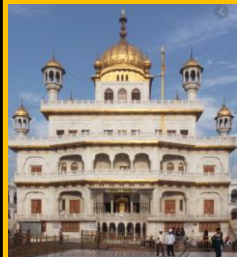


The Formation Of The Khalsa



The crocodile and the priest

Key Artefacts and Symbols



Our End Points:

Emerging: Explain how Sikhs believe in one God, consider all people as equal and value everyone's beliefs.

Expected: Understand how Sikhs respect the Gurus (not worship) and live according to their teachings. Can explain what Sikhs do in the Gurdwara, tell you about the Guru Granth Sahib and the langar. Can link the 5Ks to different values in Sikhism and explain meaning.

Exceeding: Explain aspects of worship as part of the Sikh festival celebrating the birthday of Guru Nanak. Explain values which are important in own lives and explain how to show these. See similarity and differences in values in a secular and faith led life and can discuss these using religious literate terms.



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Christianity Year 5



Which concepts do we find hard to understand in Christianity?

RE Skills to develop

- I can** explore eyewitness accounts.
- I can** explain how psychological and theoretical explanations can explain different ways of seeing the world.
- I can** observe and consider different dimension of religion.
- I can** understand similarities and differences between religions and worldviews.
- I can** explore moral and ethical questions using examples.

Our Enquiry Steps:

- How are the concepts of sin and forgiveness developed in The Lion, The Witch and The Wardrobe?
- What examples can you use to explain the concept of the Trinity to others?
- Can I describe the concepts of Saviour, Messiah and Emmanuel?
- How are the Stations of the Cross used as an aid to prayer and reflection?
- How would you explain the resurrection to others? What is your view on the resurrection?
- Is Salvation a gift?

Key Stories



The Lion, Witch and Wardrobe.

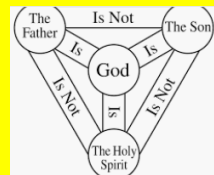
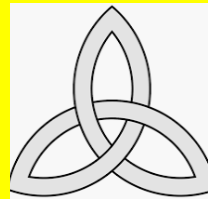


Adam and Eve



Mary's Lullaby

Key Artefacts and Symbols



| Key Vocabulary | Definition |
|-----------------------|---|
| 5 Fingers | Christianity, Christian, Bible, Hebrew, Aramaic, Greek, Church |
| Sin and Forgiveness | Sin is described as an act of offense against God by depressing his persons and Christian biblical law. Forgiveness is a manifestation of submission to Christ and fellow believers. |
| Incarnation | 'God became flesh'. It is the belief that God assumed a human nature and became a man in the form of Jesus Christ. |
| Messiah | Messiah in Christianity is the Son of God. |
| Emmanuel | God with us. |
| Trinity | In the Christian religion the Trinity is an idea, used to explain that three different people were called God in the Bible; God the Father, God the Son and God the Holy Spirit. |
| Stations of the cross | a series of fourteen pictures or carvings representing successive incidents during Jesus's progress from his condemnation by Pilate to his crucifixion and burial, before which devotions are performed in some Churches. |
| Salvation | In Christianity, Salvation is the 'saving of human beings from death and separation of God'. |

Our End Points:

Emerging: Be able to tell you the events on which Christian concepts are based, around Christmas and Easter.

Expected: Discuss in basic terms what the trinity is and use symbolism to demonstrate. Tell you about what forgiveness means to them and to a Christian. Explain how the incarnation is central to the Christmas story. Explain some of the stations of the cross and how this is used for reflection in churches.

Exceeding: Be able to talk about the Trinity with more confidence and have an understanding of the importance of salvation to a Christian. Shows a deeper development of questioning skills regarding the concepts of the Trinity and Salvation referring to a range of sources.

